DOCUMENT RESUME

ED 158 099 08 CE 017 577

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TITLE	Multiple Learning Strategies Project. Dietetic Assistant. Visually Impaired. [Vol 1.]
INSTITUTION	Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO	498AH60038
PUB DATE	Dec 77
GRANT	G007603808
NOTE	482p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 554-583
EDRS PRICE	MF-$1.00 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Dietetics; Learning Modules; Nutrition Instruction; *Occupational Home Economics; Safety; Special Education; *Visually Handicapped; *Vocational Education

ABSTRACT

This instructional package is one of two designed for visually impaired students on the vocational area of dietetic assistant. The forty-seven learning modules are organized into three units: nutrition; menu planning and food ordering; and housekeeping and safety. Each module, printed in large block type, includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information and job step pages which provide information needed to perform the activity; and detail job steps necessary to do the task. Illustrations are designed for the visually impaired. (This document and CE 017 578 are one of two sets of learning modules on dietetic assistant. The other set is written in a format designed for regular vocational students. The modules are part of a total set of over 1,300 written for different student populations. Building maintenance, graphics, small engine repair, and medical assistant are the other vocational fields covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

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CAPITAL AREA CAREER CENTER
Ingham Intermediate School District
611 Hagadorn Road
Mason, Michigan 48854

TO: MULTIPLE LEARNING STRATEGIES PROJECT

DIETETIC ASSISTANT
Visually Impaired

CE 017 577

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 002 7 date: 12/77 level: II

skill title: DIGESTIVE SYSTEM AND BASIC NUTRITION TERMINOLOGY

developed & written by: BARBARA MACKINNON

visuals by:

WORD GUIDE

DIGESTION - ALL THE CHEMICAL AND PHYSICAL PROCESSES BY WHICH A FOOD IS BROKEN DOWN INTO ITS CONSTITUENT NUTRIENTS.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO DESCRIBE IN DETAIL THE DIGESTIVE PROCESSES TAKING PLACE AS YOU TRACE THE PASSAGE OF A MEAL THROUGH THE DIGESTIVE SYSTEM.

-2

AND IN ORDER TO DO THIS YOU WILL NEED:

PAPER
PENCIL
SLIDE TAPE ON DIGESTION

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU TELL WHAT PROCESSES TAKE PLACE IN EACH PART OF THE DIGESTIVE TRACT.
2. YOU CAN IDENTIFY THE ANATOMY OF THE DIGESTIVE SYSTEM AND THE FUNCTIONS OF EACH PART OF THE SYSTEM.
3. YOU KNOW THE CORRECT SPELLING AND PRONUNCIATION OF THE MAJOR PARTS OF THE DIGESTIVE SYSTEM.

A TAPE OF THIS MODULE IS AVAILABLE

INFORMATION

WATCH THE SLIDE TAPE ON THE DIGESTIVE SYSTEM.

AFTER YOU HAVE WATCHED THE SLIDE TAPE, READ THIS INFORMATION.

ROBINSON, BASIC NUTRITION AND DIET THERAPY, PAGE 5, TABLE 1-1; PAGE 22, FIGURE 3-1; CHAPTER 3, PAGES 20-27; CHAPTER 8, PAGES 65-73.

HEALTH AND GROWTH, #6, PAGES 190-193.

HOW YOUR BODY USES FOOD, PAGES 18-22.

YOU WILL NEED TO STUDY THE FOLLOWING LIST OF WORDS AND THEIR DEFINITIONS BEFORE GOING ON TO THE JOB STEPS.

DIGESTION - ALL THE CHEMICAL AND PHYSICAL PROCESSES BY WHICH A FOOD IS BROKEN DOWN INTO ITS CONSTITUENT NUTRIENTS.

INFORMATION

HYDROLYSIS - A CHEMICAL PROCESS BY WHICH THE COMPLEX NUTRIENTS - CARBOHYDRATES, PROTEINS AND FATS - ARE BROKEN DOWN TO SIMPLE SUGARS, AMINO ACIDS AND FATTY ACIDS AND GLYCEROL.

SALIVARY GLANDS - GLANDS LOCATED IN THE MOUTH WHICH ODUCE SALIVA. THE THREE GROUPS OF SALIVARY GLANDS ARE THE PAROTID GLANDS, THE SUBLINGUAL GLANDS, AND THE SUBMAXILLARY GLANDS.

ESOPHAGUS - LONG, MUSCULAR TUBE LEADING FROM THE MOUTH TO THE STOMACH.

STOMACH - PART OF THE DIGESTIVE SYSTEM WHERE FOOD IS MECHANICALLY BROKEN DOWN AND WHERE PROTEIN IS PARTIALLY DIGESTED. THE STOMACH ALSO ACTS AS A TEMPORARY STORAGE PLACE FOR FOOD.

INFORMATION

SMALL INTESTINE - PART OF THE DIGESTIVE SYSTEM WHERE FOOD IS FURTHER BROKEN DOWN BY MECHANICAL AND CHEMICAL ACTION. CARBOHYDRATES, FATS, AND SOME PROTEINS ARE BROKEN DOWN IN THE SMALL INTESTINE, AND NUTRIENTS ARE ALSO ABSORBED INTO THE BLOODSTREAM HERE. THE THREE PARTS OF THE SMALL INTESTINE ARE THE DUODENUM, THE JEJUNUM, AND THE ILEUM.

BILE - SUBSTANCE WHICH IS PRODUCED IN THE LIVER AND WHICH IS NEEDED IN ORDER FOR FATS TO BE DIGESTED BY LIPASES.

LIVER - DIGESTIVE ORGAN WHICH PRODUCES BILE.

INFORMATION

GALLBLADDER - SMALL SAC-LIKE DIGESTIVE ORGAN WHICH ACTS AS A STORAGE PLACE FOR BILE. WHEN BILE IS NEEDED TO HELP DIGEST FOOD (PARTICULARLY FATS) IN THE SMALL INTESTINE, THE GALLBLADDER RELEASES BILE INTO THE SMALL INTESTINE.

PANCREAS - DIGESTIVE ORGAN WHICH PRODUCES MANY OF THE ENZYMES NEEDED FOR DIGESTION OF CARBOHYDRATES, PROTEINS, AND FATS IN THE SMALL INTESTINE.

CHYME - LIQUID MIXTURE OF PARTIALLY DIGESTED FOOD AND DIGESTIVE JUICES.

LARGE INTESTINE - PART OF THE DIGESTIVE SYSTEM WHERE WATER IS REABSORBED FROM THE INTESTINAL CONTENTS TO FORM THE FECES. THE FOUR PARTS OF THE LARGE INTESTINE ARE THE SECUM, COLON, RECTUM, AND ANUS.

JOB STEPS

1. STUDY THESE QUESTIONS AND BE SURE YOU CAN ANSWER THEM

A. WHAT IS DIGESTION?

B. WHAT TWO THINGS HAPPEN TO FOOD IN THE MOUTH? WHAT NUTRIENT IS PARTIALLY DIGESTED IN THE MOUTH? WHAT ENZYME DIGESTS THIS NUTRIENT?

C. WHAT ARE THE FUNCTIONS OF THE STOMACH? WHAT DOES HYDROCHLORIC ACID IN THE STOMACH DO? WHAT SPECIFIC NUTRIENTS ARE DIGESTED IN THE STOMACH? WHAT ENZYMES DIGEST THESE NUTRIENTS?

D. WHAT ARE THE THREE PARTS OF THE SMALL INTESTINE? WHAT NUTRIENTS ARE DIGESTED IN THE SMALL INTESTINE? WHAT ENZYMES DIGEST THESE NUTRIENTS? WHERE ARE THESE ENZYMES PRODUCED?

JOB STEPS

E. WHAT DOES THE LIVER DO? WHAT IS BILE AND WHAT DOES IT DO? WHAT DOES THE GALLBLADDER DO? WHAT IS THE FUNCTION OF THE PANCREAS? WHAT DIGESTIVE ENZYMES DOES THE PANCREAS PRODUCE AND WHAT NUTRIENTS DO THESE ENZYMES DIGEST?

F. WHAT IS THE FUNCTION OF THE LARGE INTESTINE?

2. TAKE THIS SELF-CHECK QUIZ.

1. A CHEMICAL PROCESS WHERE STARCH COMBINES WITH WATER AND CHANGES INTO SIMPLE SUGARS, FATS INTO GLYCEROL AND PROTEINS INTO AMINO ACIDS IS CALLED:

A. DIGESTION	C. HYDROLYSIS
B. PROTEASE	D. GLUCOSE

JOB STEPS

2. THE THREE SALIVA GLANDS IN THE MOUTH ARE CALLED:

A. SUBLINGUAL, LINGUAL AND BILINGUAL
B. PARATID, APARTHIED AND SUBLINGUAL
C. PARATID, SUBLINGUAL AND SUBMAXILLARY
D. PARATID, SUBLINGUAL AND MAXILLARY

3. THE BASIC BUILDING BLOCKS OF FOOD ARE:

A. VITAMINS, MINERALS AND PROTEINS
B. SIMPLE SUGARS, AMINO ACIDS, FATTY ACIDS, GLYCEROL
C. GLUCOSE, ALKALINE, INSULIN

4. THE PANCREAS PRODUCES ENZYMES CALLED:

A. AMYLASE, DUODENUM AND BILE
B. PROTEASE, AMYLASE AND PIEPASTE
C. PROTEASE, AMYLASE AND LIPASE

JOB STEPS

5. PRODUCES BILE:

A. GALLBLADDER	C. PANCREAS
B. LIVER	D. KIDNEYS

6. THE THREE PARTS OF THE SMALL INTESTINE ARE:

A. COLON, SECUM, ANUS
B. DUODENUM, JEJUNUM, SECUM
C. COLON, SECUM, ILEUM
D. DUODENUM, JEJUNUM, ILEUM

7. THE FOUR PARTS OF THE LARGE INTESTINE ARE:

A. COLON, SECUM, RECTUM, ILEUM
B. COLON, SECUM, RECTUM, ANUS
C. DUODENUM, JEJUNUM, SECUM, ANUS
D. SECUM, RECTUM, COLON, ANUS

JOB STEPS

8. FATS, PROTEINS AND CARBYHYDRATES ARE BROKEN DOWN IN THE SMALL INTESTINE BY ENZYMES PRODUCED IN THE:

A. PANCREAS	C. GALLBLADDER
B. LIVER	D. ZORCH

9. TWO IMPORTANT FUNCTIONS OF HYDROCHLORIC ACID IN THE STOMACH ARE:

A. CLEANING TEETH AND PRODUCING PEPSIN.
B. AIDING PEPSIN AND REDUCING THE ACTION OF BACTERIA.
C. PRODUCING CHYME AND PEPSIN.
D. DESTROYING BACTERIA AND BREAKING DOWN STOMACH ACIDS.

JOB STEPS

10. AIDS DIGESTION BY ASSISTING IN CHEMICAL ACTIONS WITHOUT BECOMING PART OF DIGESTED COMPOUNDS:

A. CHYME
B. ENZYME
C. HYDROCHORLIC ACID
D. PEPSI
E. COKE

11. WHERE MOST OF THE DIGESTION OF FOOD TAKES PLACE:

A. SMALL INTESTINE
B. LARGE INTESTINE
C. PANCREAS
D. STOMACH

JOB STEPS

12. THE FUNCTION OF THE LARGE INTESTINE IS TO:

A. PREPARE FOOD FOR THE STOMACH.
B. GET RID OF SOLID WASTE FROM BODY.
C. STORE FOOD UNTIL IT CAN BE DIGESTED BY THE SMALL INTESTINE.
D. DEVELOP ENZYMES TO BE STORED IN THE GALLBLADDER.

13. THE BASIC BUILDING BLOCKS ARE ABSORBED INTO THE:

A. PANCREATIN JUICES
B. BLOODSTREAD
C. CELL NUCLEUS
D. LIVER

JOB STEPS

14. THE LIQUID MIXTURE OF PARTIALLY DIGESTED FOOD AND DIGESTIVE JUICES FOUND IN THE STOMACH AND DUODENUM IS CALLED:

A. BILE	C. GLYCEROL
B. CHYME	D. THYME

15. FUNCTION OF THE STOMACH IS:

A. STOREHOUSE FOR FOOD, PROTEINS PARTIALLY DIGESTED AND FOOD MECHANICALLY BROKEN DOWN.

B. TO DO MOST OF THE DIGESTION OUR BODIES NEED.

C. CRUSH THE FOOD SENT TO THE LARGE INTESTINE.

D. TO MAKE US ROLLY POLLY.

JOB STEPS

16. DIGESTION IS:

A. THE MECHANICAL BREAKING DOWN OF FOODS INTO USABLE SIZES.

B. CONTROLLED BY ENZYMES TO BREAK DOWN PROTEIN, FATTY ACIDS AND VITAMINS.

C. A PROCESS CHANGING FOOD INTO A FORM THAT CELLS CAN USE.

D. A PROCESS THAT CHANGES FOOD INTO VITAMINS AND MINERALS.

TURN PAGE →

JOB STEPS

3. CHECK YOUR ANSWERS.

1. C
2. C
3. B
4. C
5. B
6. D
7. B
8. A
9. B
10. B
11. A
12. B
13. B
14. B
15. A
16. C

4. NOW, WITHOUT THE AID OF THE TEXTBOOK, EITHER

   A. WRITE A 1 TO 2 PAGE SUMMARY DESCRIBING THE DIGESTIVE PROCESS IN DETAIL, OR

   B. VERBALLY SUMMARIZE THE DIGESTIVE PROCESS IN DETAIL TO THE INSTRUCTOR.

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 011 3 **date:** 12/77 **level:**

skill title: USING A DIET MANUAL

developed & written by:

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO USE THE DIET MANUAL.

IN ORDER TO DO THIS YOU WILL NEED:

1. UNIVERSITY OF MICHIGAN DIET MANUAL
2. LIST OF ITEMS TO LOOK UP (QUESTION PAGE)
3. PENCIL

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU ARE AWARE OF THE CONTENTS OF THE UNIVERSITY OF MICHIGAN DIET MANUAL.

2. YOU CAN CORRECTLY COMPLETE THE EXERCISE IN TWO HOURS.

A TAPE OF THIS MODULE IS AVAILABLE.

WORD GUIDE

APPENDIX - PROVIDES INFORMATION ABOUT THE CONTENTS OF THE BOOK. USUALLY FOUND AT THE BACK OF A BOOK, BEFORE THE INDEX SECTION.

INFORMATION

IT IS IMPORTANT TO BE FAMILIAR WITH THE DIET MANUAL. REVIEW THE TABLE OF CONTENTS FOUND AT THE BEGINNING OF THE MANUAL. BE FAMILIAR WITH CONTENTS OF VARIOUS SECTIONS. KNOW WHAT IS INCLUDED IN THE APPENDIX FOUND BEFORE THE INDEX SECTION. KNOW LOCATION OF INDEX FOUND AT THE BACK OF THE MANUAL.

JOB STEPS

1. COLLECT YOUR MATERIALS.

2. FIND THE TABLE OF CONTENTS, APPENDIX AND INDEX SECTIONS IN THE UNIVERSITY OF MICHIGAN DIET MANUAL.

3. ON YOUR OWN PAPER, ANSWER THE QUESTIONS ON PAGES 5 – 9 OF THIS MODULE. TO FIND THE ANSWERS TO THE QUESTIONS, FOLLOW THESE STEPS:

   A. DETERMINE IN WHAT DIET THE INFORMATION CAN BE FOUND.

   B. LOOK IN THE INDEX FOR THE APPROPRIATE DIET

   C. TURN TO THE PAGE NUMBER LISTED.

   D. READ THROUGH THE DIET TO FIND THE DESIRED INFORMATION.

WORD GUIDE

RESIDUE - THAT PORTION OF FOOD WHICH CANNOT BE DIGESTED.

SALT SUBSTITUTE - A CHEMICAL COMPOUND WHICH HAS A SALTY FLAVOR, DEVELOPED FOR PATIENTS WHO ARE ON SODIUM RESTRICTED DIETS. UNLIKE TABLE SALT, IT CONTAINS NO SODIUM.

QUESTION PAGE

1. IS BROTH ALLOWED ON A BLAND I DIET?
2. HOW MANY FEEDINGS ARE SHOWN IN THE SAMPLE MENU?
3. HOW MANY CUPS OF MILK ARE RECOMMENDED FOR THE GENERAL DIET?
4. HOW MANY CUPS OF MILK ARE RECOMMENDED FOR THE GENERAL DIET FOR PREGNANCY?

QUESTION PAGE

5. HOW MANY CUPS OF MILK ARE RECOMMENDED FOR THE GENERAL DIET FOR LACTATION?

6. IS THE FULL LIQUID DIET NUTRITIONALLY ADEQUATE?

7. WHAT IS THE RECIPE FOR A CHOCOLATE HI-PROTEIN MILKSHAKE IN HI-CALORIE LIQUID DIET?

8. CAN A BLAND II DIET HAVE CATSUP? GRAVY?

9. DOES MILK NEED TO BE RESTRICTED TO ANY EXTENT ON A RESIDUE-RESTRICTED DIET?

10. WHAT IS THE PURPOSE OF A RESIDUE RESTRICTED DIET?

11. HOW MANY MILLIGRAMS OF CALCIUM IN ONE CUP OF MILK?

12. WHAT IS A POTASSIUM RESTRICTED DIET USED FOR?

13. HOW MUCH POTASSIUM IS IN THE USUAL DAILY INTAKE?

14. HOW MUCH SODIUM IS IN ONE TEASPOON OF SALT?

15. LIST THREE SALT SUBSTITUTES ON THE MARKET?

WORD GUIDE

HYPERLIPOPROTEINEMIA - HIGH LEVELS OF CERTAIN FATTY SUBSTANCES (LIPOPROTEINS) IN THE BLOOD. THIS CONDITION MAY BE ASSOCIATED WITH AN INCREASED RISK OF HEART DISEASE.

PURINE - NITROGEN-CONTAINING SUBSTANCES FOUND PRIMARILY IN MEATS.

QUESTION PAGE

16. WHICH IS THE MOST LIBERAL SODIUM RESTRICTED DIET? CAN THEY HAVE OLIVES?

17. LIST THE SAMPLE DIET PLAN FOR A 1200 CALORIE RESTRICTED DIET.

QUESTION PAGE

18. WHAT ARE THE B VEGETABLES ON A DIABETIC DIET?

19. HOW MANY TYPES OF HYPERLIPROTEINEMIA ARE THERE?

20. IS THE PROTEIN RESTRICTED DIET NUTRITIONALLY ADEQUATE?

21. WHAT IS A PURINE DIET FOR?

22. HOW MUCH FAT IS ALLOWED ON A 50 GRAM FAT DIET?

23. HOW MANY EGGS PER WEEK ON THE "PRUDENT" DIET?

24. IS BEER ALLOWED ON A MOLD FREE DIET?

25. HOW MUCH MILK IS RECOMMENDED IN THE GENERAL DIET FOR CHILDREN?

26. WHAT ARE THE IMPORTANT FOOD SOURCES OF IRON?

TURN PAGE →

QUESTION PAGE

27. WHAT ARE THE IMPORTANT FOOD SOURCES OF VITAMIN A?

28. LIST TWO PUBLICATIONS FOR PATIENTS ON WEIGHT REDUCTION.

29. WHAT IS THE DESIRABLE WEIGHT FOR YOUR HEIGHT?

30. WHAT YEAR WAS THIS DIET MANUAL PUBLISHED?

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 012 7 date: 12/77 level:

skill title: WORKING WITH THE CLEAR-LIQUID DIET

developed & written by:

visuals by:

WORD GUIDE

CLEAR-LIQUID DIET - A DIET OF ONLY TRANSPARENT, LIQUID FOODS SERVED AT BODY TEMPERATURE.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

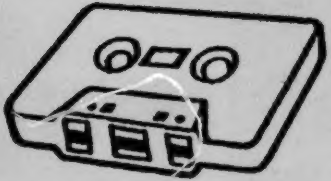
HOW TO WORK WITH THE CLEAR-LIQUID DIET.

IN ORDER TO DO THIS YOU WILL NEED:

1. PRETEND PATIENT FOLLOWING SURGERY
2. PENCIL
3. SHEET OF PAPER

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU KNOW ARE USE ONLY THE FOODS ALLOWED ON THE DIET.
2. YOU ARE FAMILIAR WITH THE SAMPLE MENU OF THE DIET.
3. YOU PLAN A CLEAR-LIQUID DIET THAT IS AS NUTRITIONALLY ADEQUATE AS POSSIBLE.



A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

THE CLEAR-LIQUID DIET ALLOWS THE PATIENT TO HAVE TEA, COFFEE OR COFFEE SUBSTITUTE AND FAT-FREE BROTH. SOMETIMES, GINGER ALE, FRUIT JUICES, GELATIN, FRUIT ICES AND WATER GRUELS ARE ALSO GIVEN. SMALL AMOUNTS OF LIQUID ARE OFFERED EVERY ONE OR TWO HOURS TO THE PATIENT. THE DIET IS USED FOR 24 TO 48 HOURS AFTER ACUTE VOMITING, DIARRHEA OR SURGERY.

THE MAIN PURPOSE OF THIS DIET IS TO RELIEVE THIRST AND HELP MAINTAIN WATER BALANCE. BROTH PROVIDES SOME SODIUM, AND BROTH AND FRUIT JUICES PROBIDE POTASSIUM. WHEN USED, CARBONATED BEVERAGES, SUGAR AND FRUIT JUICES FURNISH A SMALL AMOUNT OF CARBOHYDRATE.

THIS DIET IS NUTRITIONALLY INADEQUATE AND SHOULD BE ONLY USED FOR SHORT PERIODS OF TIME.

WORD GUIDE

POST-OPERATIVE - AFTER SURGERY OR AN OPERATION.

JOB STEPS

1. COLLECT YOUR MATERIALS. BE SURE TO READ THE MATERIAL ON PAGE THREE OF THIS MODULE.

2. STUDY THE CLEAR-LIQUID DIET AND SAMPLE MENU ON PAGE 6 - 9 OF THIS MODULE.

3. ON YOUR OWN PAPER, PLAN ONE DAY'S MENU FOR THE POST-OPERATIVE PATIENT. BE SPECIFIC AS TO JELLO FLAVORS, JUICE, ETC.

4. EVALUATE FOR NUTRITIONAL ADEQUACY USING QUICK METHOD AS IN MODULE 4501 01 005 7.

5. SHOW YOUR MENU TO YOUR INSTRUCTOR.

WORD GUIDE

BOUILLON - BROTH
CONSOMME - BROTH

CLEAR-LIQUID DIET

FOODS ALLOWED AND AVOIDED:

BEVERAGES

ALLOW: CARBONATED BEVERAGES
COFFEE
KOOL-AID
TEA

AVOID: ALL OTHERS

DESSERTS

ALLOW: GELATIN DESSERT, CLEAR
POPSICLE

AVOID: ALL OTHERS

FRUIT

ALLOW: APPLE JUICE
CRANBERRY JUICE
GRAPE JUICE

AVOID: ALL OTHERS

SOUPS

ALLOW: BEEF BOUILLON
CHICKEN CONSOMME

AVOID: ALL OTHERS

SWEETS

ALLOW: HARD CANDIES (CHARMS, LEMON DROPS)

AVOID: ALL OTHERS

SAMPLE MENU

BREAKFAST	LUNCH
BEEF BOUILLON	CHICKEN CONSOMME
APPLE JUICE, 8 OZ.	GRAPE JUICE, 8 OZ.
GELATIN DESSERT, PLAIN	GELATIN DESSERT, PLAIN
CHARMS	CHARMS
COLA BEVERAGE, 12 OZ.	GINGER ALE, 12 OZ.
TEA, SUGAR	TEA, SUGAR

TURN PAGE →

DINNER-SUPPER

BEEF BOUILLON
APPLE JUICE, 8 OZ.
GELATIN DESSERT, PLAIN
CHARMS
COLA BEVERAGE, 12 OZ.
TEA, SUGAR

THE ABOVE INFORMATION IS TAKEN FROM PAGE 12 OF THE UNIVERSITY OF MICHIGAN DIET MANUAL, 1972.

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 013 7 **date:** 12/77 **level:**

skill title: WORKING WITH THE FULL LIQUID DIET

developed & written by:

visuals by:

WORD GUIDE

FULL-LIQUID DIET - A DIET CONSISTING OF FOODS WHICH ARE LIQUID OR THAT BECOME LIQUID AT BODY TEMPERATURE.

MENU PATTERN - SAMPLE ARRANGEMENT OF ALLOWED FOODS THROUGHOUT THE DAY. FOUND IN DIET MANUAL WITH EACH DIET.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

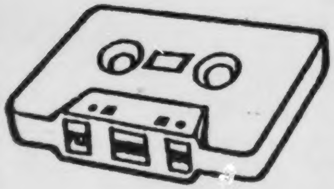
HOW TO WORK WITH THE FULL-LIQUID DIET.

IN ORDER TO DO THIS YOU WILL NEED:

PRETEND PATIENT FOLLOWING SURGERY
PENCIL
SHEET OF PAPER
UNIVERSITY OF MICHIGAN DIET MANUAL, PAGE 14-15

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU KNOW AND USE ONLY THE FOODS ALLOWED ON THE DIET.
2. YOU ARE FAMILIAR WITH THE MENU PATTERN OF THE DIET.
3. YOU PLAN A FULL-LIQUID DIET THAT IS AS NUTRITIONALLY ADEQUATE AS POSSIBLE.



A TAPE OF THIS MODULE IS AVAILABLE.

WORD GUIDE

SALMONELLA - A TYPE OF BACTERIA WHICH MAY CAUSE FOOD POISONING IF THE CONTAMINATED FOOD IS EATEN.

INFORMATION

READ THE INFORMATION ON FULL-LIQUID DIET ON PAGES 203-204 OF BASIC NUTRITION AND DIET THERAPY, ROBINSON.

TURN PAGE →

JOB STEPS

1. COLLECT YOUR MATERIALS. BE SURE TO READ THE INFORMATION LISTED ON PAGE 3 OF THIS MODULE.

2. STUDY THE FULL-LIQUID DIET AND SAMPLE MENU, PAGE 14-15 IN THE UNIVERSITY OF MICHIGAN DIET MANUAL.

3. PLAN ONE DAY'S MENU OF FULL-LIQUIDS.

4. EVALUATE FOR NUTRITIONAL ADEQUACY AS IN MOD 4501 01 005 7.

5. SHOW ALL WORK TO YOUR INSTRUCTOR.

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 014 7 date: 12/77 level:

skill title: WORKING WITH THE SOFT DIET

developed & written by:

visuals by:

WORD GUIDE

SOFT DIET - A DIET MODIFIED IN CONSISTENCY, THAT IS, INCLUDING LIQUID FOODS AND THOSE SOLID FOODS WHICH CONTAIN A RESTRICTED AMOUNT OF INDIGESTIBLE CARBOHYDRATE (CELLULOSE) AND CONNECTIVE TISSUE (TOUGH MEAT).

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO WORK WITH THE SOFT DIET.

IN ORDER TO DO THIS YOU WILL NEED:

PRETEND PATIENT
PENCIL
SHEET OF PAPER
UNIVERSITY OF MICHIGAN DIET MANUAL, PAGE 21-24

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU KNOW AND USE ONLY THE FOODS ALLOWED ON THE DIET.

2. YOU ARE FAMILIAR WITH THE MENU PATTERN OF THE DIET.

3. YOU PLAN A SOFT DIET THAT IS NUTRITIONALLY ADEQUATE.

A TAPE OF THIS MODULE IS AVAILABLE.

WORD GUIDE

FIBER - INDIGESTIBLE PORTION OF FOOD WHICH IS COMPOSED PRIMARILY OF CELLULOSE AND MEAT CONNECTIVE TISSUE.

INFORMATION

READ THE INFORMATION ON SOFT DIETS ON PAGES 206-208 IN BASIC NUTRITION AND DIET THERAPY, ROBINSON.

TURN PAGE →

JOB STEPS

1. COLLECT YOUR MATERIALS. BE SURE TO READ THE INFORMATION ON SOFT DIETS IN BASIC NUTRITION AND DIET THERAPY.

2. STUDY THE SOFT DIET AND SAMPLE MENU, PAGE 22-25 IN THE UNIVERSITY OF MICHIGAN DIET MANUAL

3. PLAN ONE DAY'S MENU FOR THE SOFT DIET.

4. EVALUATE FOR NUTRITIONAL ADEQUACY AS IN MODULE 4501 01 005 7.

5. SHOW YOUR MENU TO YOUR INSTRUCTOR.

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 015 7 date: 12/77 level:

skill title: WORKING WITH THE BLAND DIET

developed & written by:

visuals by:

WORD GUIDE

BLAND - MILD IN FLAVOR, NOT IRRITATING TO THE GASTRO INTESTINAL TRACT.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO WORK WITH THE BLAND DIET.

IN ORDER TO DO THIS YOU WILL NEED:

PRETEND PATIENT WITH ULCERS
PENCIL
SHEET OF PAPER
UNIVERSITY OF MICHIGAN DIET MANUAL, PAGE 35-39

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU KNOW AND USE ONLY THE FOODS ALLOWED ON THE DIET.
2. YOU ARE FAMILIAR WITH THE MENU PATTERN OF THE DIET.
3. YOU PLAN A BLAND DIET THAT IS NUTRITIONALLY ADEQUATE.
4. YOU ARE AWARE OF THE TYPE AND NUMBER OF SNACKS AND THEIR IMPORTANCE IN THIS DIET.

A TAPE OF THIS MODULE IS AVAILABLE.

WORD GUIDE

PEPTIC ULCER - AN IRRITATED SPOT OR SORE IN THE INSIDE OF THE STOMACH. AN ULCER IS USUALLY ASSOCIATED WITH THE SECRETION OF TOO MUCH ACID BY THE STOMACH.

MEAT EXTRACTS - MEAT JUICES; FOR EXAMPLE, BROTH AND GRAVY.

CAFFEINE - A STIMULANT PRESENT IN COFFEE, TEA, AND COLA (COCA-COLA, PEPSI-COLA, ETC.) BEVERAGES.

INFORMATION

READ THE MATERIAL ON BLAND DIETS ON PAGES 206-210 IN BASIC NUTRITION AND DIET THERAPY, ROBINSON.

TURN PAGE →

JOB STEPS

1. COLLECT YOUR MATERIALS. BE SURE TO READ THE INFORMATION REFERRED ON PAGE 4 OF THIS MODULE.

2. STUDY THE BLAND DIET IN THE UNIVERSITY OF MICHIGAN DIET MANUAL, PAGES 35-39.

3. STUDY THE SAMPLE MENU PLAN, PAGE 39, IN THE MANUAL.

4. PLAN A ONE DAY BLAND MENU FOR A PATIENT WITH ULCERS. INCLUDE THREE MEALS AND THREE SNACKS. USE YOUR OWN PAPER.

5. EVALUATE FOR NUTRITIONAL ADEQUACY AS IN MODULE 4501 01 005 7.

6. SHOW YOUR MENU TO YOUR INSTRUCTOR.

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 016 7 date: 12/77 level:

skill title: WORKING WITH A LOW-SATURATED FAT DIET

developed & written by:

visuals by:

68

WORD GUIDE

LOW-SATURATED FAT DIET - A DIET IN WHICH THE INTAKE OF ANIMAL FATS IS LIMITED.

ARTERIOSCLEROSIS - A BUILD-UP OF FATTY MATERIALS ON THE INSIDE OF THE BLOOD VESSELS, CAUSING PARTIAL OR TOTAL BLOCKAGE OF BLOOD FLOW. THIS CONDITION IS ASSOCIATED WITH HEART ATTACKS AND STROKES AND IS POPULARLY CALLED "HARDENING OF THE ARTERIES"

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO WORK WITH THE LOW-SATURATED FAT DIET.

IN ORDER TO DO THIS YOU WILL NEED:

PRETEND PATIENT WITH ARTERIOSCLEROSIS
PENCIL AND SHEET OF PAPER
UNIVERSITY OF MICHIGAN DIET MANUAL, PAGES 157-161

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU KNOW AND USE ONLY THE FOODS ALLOWED ON THE DIET.
2. YOU ARE FAMILIAR WITH THE MENU PATTERN OF THE DIET.
3. YOU PLAN A LOW-SATURATED FAT DIET THAT IS NUTRITIONALLY ADEQUATE.
4. YOU BECOME AWARE OF THE PROBLEMS FACING PATIENTS ON THIS DIET.

A TAPE OF THIS MODULE IS AVAILABLE.

WORD GUIDE

SATURATED FATS - TYPE OF FAT WHICH COMES PRIMARILY FROM ANIMAL FOODS, SUCH AS DAIRY PRODUCTS, MEATS AND EGGS.

UNSATURATED (OR POLYUNSATURATED) FATS - TYPE OF FAT WHICH COMES PRIMARILY FROM VEGETABLE FOODS, SUCH AS CORN OIL, SAFFLOWER OIL, AND SOYBEAN OIL.

HYDROGENATION - PROCESS BY WHICH A POLYUNSATURATED VEGETABLE OIL IS CONVERTED TO A SATURATED FAT.

INFORMATION

READ THE MATERIAL ON LOW-SATURATED FAT DIET CONTAINED ON PAGES 251-257 IN BASIC NUTRITION AND DIET THERAPY, ROBINSON.

INFORMATION

TO HELP YOU PLAN A LOW-SATURATED FAT MENU, READ "DIETARY CONTROL OF CHOLESTEROL" PUBLISHED BY FLEISCHMANN'S.

JOB STEPS

1. COLLECT YOUR MATERIALS. BE SURE TO READ THE MATERIAL REFERRED TO ON PAGE 4-5 OF THIS MOD.

2. STUDY UNIVERSITY OF MICHIGAN DIET MANUAL (PAGES 157-161).

3. STUDY THE SAMPLE MENU PLAN IN THE MANUAL.

4. PLAN A ONE DAY, LOW-SATURATED FAT MENU FOR A PATIENT WITH ARTERIOSCLEROSIS.

5. SPECIFY THE NUMBER OF EGGS PER WEEK, THE NUMBER OF OUNCES OF MEAT AND THE NUMBER OF TEASPOONS OF MARGARINE, OIL OR OTHER ALLOWED FAT.

6. EVALUATE THE MENU FOR NUTRITIONAL ADEQUACY AS IN MODULE 4501 01 005 7.

TURN PAGE →

JOB STEPS

7. TRY TO FOLLOW THIS MENU FOR YOURSELF FOR ONE DAY.

8. WRITE DOWN HOW CLOSELY YOU WERE ABLE TO FOLLOW IT AND WHAT PROBLEMS YOU FOUND.

9. SHOW ALL WORK TO YOUR INSTRUCTOR.

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 017 7 date: 12/77 level:

skill title: WORKING WITH THE LOW-FAT DIET

developed & written by:

visuals by:

WORD GUIDE

LOW-FAT DIET - A DIET LIMITED IN TOTAL FAT, USUALLY TO 50 GRAMS OF FAT

GALL BLADDER DISEASE - A CONDITION IN WHICH THE GALL BLADDER BECOMES IRRITATED BY GALLSTONES OR INFECTION

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO WORK WITH THE LOW-FAT DIET.

IN ORDER TO DO THIS YOU WILL NEED:

1. A PRETEND PATIENT WITH GALL BLADDER DISEASE PRIOR TO SURGERY.
2. UNIVERSITY OF MICHIGAN DIET MANUAL, PAGES 151 - 155.
3. PENCIL
4. SHEET OF PAPER

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU KNOW AND USE ONLY THE FOODS ALLOWED ON THIS DIET.
2. YOU PLAN A LOW-FAT DIET THAT IS NUTRITIONALLY ADEQUATE.
3. YOU KNOW THE MENU PATTERN OF THE DIET.
4. YOU ARE AWARE THAT CERTAIN VEGETABLES AND FRUITS MIGHT NOT BE LIKED BY CERTAIN PATIENTS ON THIS DIET.
5. YOU SPELL, PRONOUNCE AND DEFINE ALL TECHNICAL WORDS LISTED IN THIS MODULE.

A TAPE OF THIS MODULE IS AVAILABLE.

WORD GUIDE

HEPATITIS - INFLAMMATION OF THE LIVER

CIRRHOSIS OF THE LIVER - A CONDITION IN WHICH THE LIVER IS DAMAGED BY AN EXCESSIVE INTAKE OF ALCOHOL OR OTHER TOXIC SUBSTANCES, CAUSING IMPAIRMENT OF LIVER FUNCTION

MALABSORPTION - POOR ABSORPTION OF NUTRIENTS FROM THE INTESTINAL TRACT INTO THE BLOOD

STEATORRHEA - THE PRESENCE OF LARGE AMOUNTS OF FAT IN THE FECES DUE TO POOR ABSORPTION OF FAT IN THE SMALL INTESTINE

WORD GUIDE

CYSTIC FIBROSIS - A DISEASE IN WHICH THERE IS POOR ABSORPTION OF PROTEINS AND FATS BECAUSE THE PANCREAS DOES NOT PRODUCE THE ENZYMES NECESSARY FOR DIGESTION OF THESE NUTRIENTS

INFORMATION

READ THE INFORMATION ON LOW-FAT DIETS ON PAGES 248 - 251 IN BASIC NUTRITION AND DIET THERAPY, BY ROBINSON.

JOB STEPS

1. COLLECT YOUR MATERIALS. BE SURE TO READ THE MATERIAL REFERRED TO ON PAGE 5 OF THIS MODULE.

2. STUDY THE UNIVERSITY OF MICHIGAN DIET MANUAL (PAGES 151 - 155).

3. STUDY THE SAMPLE MENU PLAN ON PAGE 155 OF THE MANUAL.

4. PLAN A MENU FOR ONE DAY, RESTRICTING FAT TO 50 GRAMS.

5. CIRCLE ANY ITEMS IN YOUR MENU PLAN WHICH SOME PATIENTS MAY NOT LIKE, SUCH AS CABBAGE.

6. EVALUATE THE MENU FOR NUTRITIONAL ADEQUACY AS IN MODULE 4501 01 005 7. FOR INSTANCE, IS IT ADEQUATE IN VITAMIN A?

7. SHOW YOUR MENU TO YOUR INSTRUCTOR.

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 018 7 date: 12/77 level: ____

skill title: WORKING WITH THE DIABETIC DIET

developed & written by: ____

visuals by: ____

WORD GUIDE

DIABETIC DIET - A DIET CONTROLLED IN CARBOHYDRATE, PROTEIN AND FAT TO MEET THE NUTRITIONAL NEEDS OF PATIENTS WHO ARE UNABLE TO TOLERATE LARGE AMOUNTS OF SUGARS AND STARCHES

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO WORK WITH THE DIABETIC DIET.

IN ORDER TO DO THIS YOU WILL NEED:

1. PRETEND PATIENT ON 1500 CALORIE DIABETIC DIET.
2. PATTERN FOR THIS PATIENT: DIABETIC MEAL PATTERN FOR 1500 CALORIES:
   BREAKFAST: MILK - 1 CUP, FRUIT - 1, BREAD - 2,

. . . YOU WILL NEED:

MEAT - 1, FAT - 2
LUNCH: MILK - 1/2 CUP, FRUIT - 1, B VEGETABLE-2
FAT - 1
DINNER: MILK - 1/2 CUP, FRUIT - 1, B VEGETABLE - 1,
BREAD - 2, MEAT - 3, FAT - 1

3. UNIVERSITY OF MICHIGAN DIET MANUAL, PAGES 113 - 122.
4. MENU PLANNING SHEET
5. PENCIL

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU KNOW AND USE ONLY THE FOODS ALLOWED ON THE DIET.
2. YOU KNOW THE MENU PATTERN OF THE DIET.

.... YOU CAN DO IT WHEN:

YOU PLAN A DIABETIC DIET THAT IS NUTRITIONALLY ADEQUATE IN MENUS FOR 5 DAYS.
YOU STAY WITHIN THE EXCHANGES ALLOWED.
THE MENUS YOU PREPARE ARE 1500 CALORIES, PLUS OR MINUS 15 CALORIES FOR EACH OF THE 5 DAYS.
YOU SPELL, PRONOUNCE AND DEFINE ALL TECHNICAL WORDS LISTED IN THIS MODULE.

A TAPE OF THIS MODULE IS AVAILABLE.

WORD GUIDE

DIABETES MELLITUS - A DISEASE IN WHICH CARBOHYDRATES CANNOT BE METABOLIZED DUE TO LACK OF INSULIN SECRETION BY THE PANCREAS.

DIABETIC COMA - UNCONSCIOUSNESS CAUSED BY TOO MUCH GLUCOSE IN THE BLOOD. IN THE DIABETIC, THIS RESULTS FROM FAILURE TO TAKE INSULIN OR FROM TOO MUCH CARBOHYDRATE IN THE DIET OR A COMBINATION OF BOTH FACTORS.

INSULIN SHOCK - UNCONSCIOUSNESS CAUSED BY TOO LITTLE SUGAR IN THE BLOOD. IN THE DIABETIC, THIS RESULTS FROM TAKING TO MUCH INSULIN, FROM TOO LITTLE CARBOHUDRATE IN THE DIET, TOO MUCH PHYSICAL ACTIVITY WITHOUT APPROPRIATE ADJUSTMENTS IN THE DIET OR A COMBINATION OF ALL THREE FACTORS.

INFORMATION

READ THE MATERIAL ON DIABETIC DIETS ON PAGES 212 - 217, 228 - 237 AND 322 - 325 IN BASIC NUTRITION AND DIET THERAPY, BY ROBINSON.

WORD GUIDE

EXCHANGE - THE AMOUNT OF FOOD WHICH WILL PROVIDE A SPECIFIC AMOUNT OF CARBOHYDRATE, PROTEIN AND FAT

JOB STEPS

1. COLLECT YOUR MATERIALS. BE SURE TO READ THE MATERIAL REFERRED TO ON PAGE 6 OF THIS MODULE.

2. STUDY THE DIABETIC DIET IN THE UNIVERSITY OF MICHIGAN DIET MANUAL, PAGES 113 - 122.

3. PLAN BREAKFAST USING THE MENU PATTERN AND EXCHANGE LISTS. INCLUDE ONE SERVING OF FRUIT (SHOW AMOUNT), ONE CUP OF MILK, TWO SERVINGS FROM BREAD LIST, ONE OUNCE OF MEAT OR ONE EGG, TWO SERVINGS FROM THE FAT LIST.

JOB STEPS

4. PLAN LUNCH AND DINNER. INCLUDE EACH: 1/2 CUP OF MILK, ONE FRUIT SERVING, ONE FAT SERVING, AND TWO SERVINGS FROM THE BREAD LIST. AT LUNCH INCLUDE TWO OUNCES MEAT, AT DINNER, THREE OUNCES. THE B VEGETABLE MAY BE USED AT EITHER MEAL. INCLUDE ANY FREE FOODS AND A VEGETABLE TO COMPLETE THE MENU.

5. EVALUATE THE MENU FOR ADEQUACY AS IN MODULE 4501 01 005 7.

6. REPEAT FOR FOUR MORE DAYS TO COMPLETE A 5 DAY MENU.

7. SHOW YOUR MENU TO YOUR INSTRUCTOR.

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 019 7 **date:** 12/77 **level:**

skill title: DETERMINING TOTAL CALORIES IN A DIET

developed & written by:

visuals by:

WORD GUIDE

CALORIE - A MEASURE OF THE ENERGY OBTAINED WHEN FOOD IS METABOLIZED

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO FIND THE TOTAL CALORIES USED IN A DIET.

IN ORDER TO DO THIS YOU WILL NEED:

1. LIST OF YOUR FOODS FOR ONE DAY WITH PORTION SIZES NOTED.
2. BOWES AND CHURCH
3. UNIVERSITY OF MICHIGAN DIET MANUAL
4. PENCIL
5. NUTRITIONAL ANALYSIS SHEET
6. ADDING MACHINE

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU CAN FIND THE TOTAL CALORIES IN A DIET USING THE FOOD EXCHANGE SYSTEM AND BOWES AND CHURCH.
2. YOU SPELL, PRONOUNCE AND DEFINE ALL OF THE TECHNICAL WORDS LISTED IN THIS MODULE.

A TAPE OF THIS MODULE IS AVAILABLE.

4

INFORMATION

READ THE MATERIAL ON CALORIE DIETS, PAGES 119 - 122 IN THE UNIVERSITY OF MICHIGAN DIET MANUAL, "DIABETIC EXCHANGE CALORIE FIGURES".

REFER TO PAGES 279 - 281 OF "FOOD COMPOSITION TABLE FOR SHORT METHOD OF DIETARY ANALYSIS", IN THE UNIVERSITY OF MICHIGAN DIET MANUAL.

ON THE LAST PAGE OF THIS MODULE THERE IS A SAMPLE DIET ANALYSIS SHEET. DO NOT USE THIS SAMPLE, BUT GET ONE FROM YOUR CLASSROOM.

JOB STEPS

1. COLLECT YOUR MATERIALS. BE SURE TO READ THE MATERIAL REFERRED TO ON PAGE 4 OF THIS MODULE.

2. MAKE A LIST OF THE FOOD YOU EAT FOR ONE DAY. NOTE THE PORTION SIZE.

3. LOOK AT THE MENU ITEMS AND THE PORTION SIZE OF YOUR LIST OF FOODS FOR ONE DAY.

4. IF THE ITEM IS LISTED IN THE DIABETIC EXCHANGE LIST, THEN THESE FIGURES CAN BE USED. FOR EXAMPLE, ONE SLICE OF BREAD = 68 CALORIES (SEE THE UNIVERSITY OF MICHIGAN DIET MANUAL, EXCHANGE LISTS).

5. IF AN ITEM IS NOT ON DIABETIC EXCHANGE LIST, THEN LOOK IN THE SHORT METHOD TABLE.

JOB STEPS

6. IF AN ITEM IS NOT THERE, REFER TO BOWES AND CHURCH (SEE MODULE 4501 01 006 7).

7. ON YOUR DIET ANALYSIS SHEET, RECORD THE CALORIES FOR THE CORRECT PORTION SIZE.

8. USING MATH OR AN ADDING MACHINE, ADD UP THE CALORIES RECORDED FOR EACH MENU ITEM.

9. WRITE DOWN THE TOTAL.

10. SHOW ALL WORK TO YOUR INSTRUCTOR.

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 020 7 **date:** 12/77 **level:**

skill title: WORKING WITH THE LOW CALORIE DIET

developed & written by:

visuals by:

WORD GUIDE

OBESE - OVERWEIGHT BY 20% OR MORE

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO WORK WITH THE LOW CALORIE DIET.

IN ORDER TO DO THIS YOU WILL NEED:

1. PRETEND OBESE PATIENT ON 1000 CALORIE DIET.
2. CALORIE CONTENT OF FOODS, USING DIABETIC EXCHANGE LISTS IN *UNIVERSITY OF MICHIGAN DIET MANUAL*, PAGES 111 - 112.
3. SHEET OF PAPER
4. PENCIL

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU KNOW AND USE ONLY THE FOODS ALLOWED ON THE DIET.
2. YOU KNOW THE MENU PATTERN OF THE DIET.
3. YOU PLAN A LOW CALORIE DIET THAT IS NUTRITIONALLY ADEQUATE.
4. YOU ARE AWARE OF TWO METHODS OF WORKING WITH A CALORIE REDUCTION DIET (EXCHANGE LISTS AND CALORIE COUNTING), AND THE ADVANTAGE OF THE FIRST METHOD.
5. YOU CAN FIND THE CALORIE VALUE OF THE EXCHANGE LISTS WHEN NEEDED.
6. YOU SPELL, PRONOUNCE, AND DEFINE ALL THE TECHNICAL WORDS IN THIS MODULE.

A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

READ THE MATERIAL ON LOW CALORIE DIETS CONTAINED ON PAGES 218 - 224 IN BASIC NUTRITION AND DIET THERAPY, BY ROBINSON.

JOB STEPS

1. COLLECT YOUR MATERIALS. BE SURE TO READ THE MATERIAL REFERRED TO ON PAGE 3 OF THIS MODULE.

2. STUDY THE UNIVERSITY OF MICHIGAN SAMPLE PLANS FOR VARIOUS CALORIE LEVELS. THESE ARE BASED ON THE DIABETIC EXCHANGE LISTS AND ASSURE A MORE BALANCED AND NUTRITIOUS DIET THAN SIMPLY COUNTING CALORIES. REFER TO THE UNIVERSITY OF MICHIGAN DIET MANUAL, PAGES 111 - 112.

3. PLAN BREAKFAST. INCLUDE ONE FRUIT, ONE BREAD, ONE MEAT, ONE FAT AND ONE CUP SKIM MILK.

4. PLAN LUNCH AND DINNER. INCLUDE IN EACH: 2 OUNCES MEAT, A VEGETABLES, ONE BREAD, ONE FAT, ONE FRUIT, 1/2 CUP SKIM MILK; ADD 1/2 CUP B VEGETABLES AT DINNER.

JOB STEPS

5. EVALUATE THE MENU FOR NUTRITIONAL ADEQUACY AS IN MODULE 4501 01 005 7.

6. LOOK UP EACH ITEM ON YOUR MENU PLAN IN BOWES AND CHURCH AS IN MODULE 4501 01 006 7.
   - A. WRITE DOWN THE CALORIES FOR EACH.
   - B. ADD UP THE TOTAL CALORIES AND SEE HOW CLOSE TO 1000 CALORIES IT IS.
   - C. ADD UP THE TOTAL CALORIES USING THE EXCHANGE LISTS AS IN MODULE 4501 01 019 7 AND SEE HOW CLOSE TO 1000 IT IS.
   - D. COMPARE THE TWO TOTALS TO MAKE SURE THEY ARE NEARLY THE SAME.

7. SHOW ALL WORK TO YOUR INSTRUCTOR.

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 021 7 **date:** 12/77 **level:**

skill title: WORKING WITH THE LOW SODIUM DIET

developed & written by:

visuals by: 7

WORD GUIDE

LOW SODIUM DIET - A DIET IN WHICH THE SODIUM OR SALT CONTENT IS LIMITED TO A PRESCRIBED LEVEL, USUALLY 1000 MG. UNLESS OTHERWISE SPECIFIED

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO WORK WITH THE LOW SODIUM DIET.

WORD GUIDE

HYPERTENSION - HIGH BLOOD PRESSURE

CONGESTIVE HEART FAILURE - INABILITY OF THE HEART TO FUNCTION EFFECIENTLY AS A PUMP, CAUSING IMPAIRED CIRCULATION OF BLOOD TO THE KIDNEYS AND BODY TISSUES AND RETENTION OF SODIUM AND FLUID

IN ORDER TO DO THIS YOU WILL NEED:

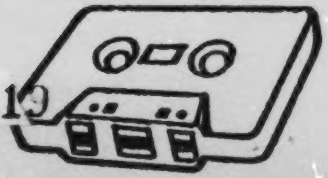
1. PRETEND PATIENT WITH HYPERTENSION AND CONGESTIVE HEART FAILURE.

. . . YOU WILL NEED:

2. SODIUM CONTENT OF FOODS IN BOWES AND CHURCH.
3. *UNIVERSITY OF MICHIGAN DIET MANUAL*, PAGES 75 - 108.
4. PENCIL
5. SHEET OF PAPER

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU KNOW AND USE ONLY THE FOODS ALLOWED ON THE DIET.
2. YOU KNOW THE MENU PATTERN OF THE DIET.
3. YOU PLAN A LOW SODIUM DIET THAT IS NUTRITIONALLY ADEQUATE FOR 5 DAYS' MENUS.
4. YOU ARE ABLE TO FIGURE TOTAL SODIUM CONTENT OF A LOW SODIUM DIET.
5. YOU SPELL, PRONOUNCE AND DEFINE ALL TECHNICAL WORDS LISTED IN THIS MODULE.



A TAPE OF THIS MODULE IS AVAILABLE.

WORD GUIDE

RENAL - PERTAINING TO THE KIDNEYS

EDEMA - RETENTION OF FLUID IN THE BODY TISSUES

NEPHROSIS - A DISEASE OF THE KIDNEYS WHICH IS ACCOMPANIED BY EDEMA

NEPHRITIS - INFLAMMATION OF THE KIDNEYS WHICH IS ACCOMPANIED BY EDEMA

INFORMATION

READ THE MATERIAL ON LOW SODIUM DIETS, PAGES 259 - 267 IN BASIC NUTRITION AND DIET THERAPY, BY ROBINSON.

THE FOLLOWING PAMPHLETS PROVIDE IMPORTANT INFORMATION ON LOW SODIUM DIETS:

YOUR 1000 MG SODIUM DIET, AMERICAN HEART ASSOCIATION

LOW SODIUM DIETS CAN BE DELICIOUS, FLEISCHMANN'S

JOB STEPS

1. COLLECT YOUR MATERIALS. BE SURE YOU HAVE READ ALL MATERIALS REFERRED TO ON PAGE 3 OF THIS MODULE.

2. STUDY 1000 MG SODIUM DIET IN UNIVERSITY OF MICHIGAN DIET MANUAL, PAGE 93 (40MEQ OR 920 MG SODIUM IS USED AT U. OF M.).

3. STUDY SAMPLE MENU (PAGE 97).

4. PLAN BREAKFAST, LUNCH AND DINNER. TELL WHICH FOOD NEEDS TO BE PURCHASED WITHOUT SALT OR JUST PREPARED WITHOUT SALT. THE UNIVERSITY OF MICHIGAN MANUAL USES US TO MEAN UNSALTED; SOME HOSPITALS USE SF TO MEAN SALT FREE. BOTH TERMS MEAN ITEMS ARE PURCHASED OR PREPARED WITHOUT SALT.

TURN PAGE →

JOB STEPS

5. USING SODIUM TABLES, (PAGE 77) IN UNIVERSITY OF MICHIGAN MANUAL AND/OR BOWES AND CHURCH, FIGURE OUT TOTAL SODIUM CONTENT OF THE MENU AS IN MODULE 4501 01 -006 7.

6. EVALUATE MENU FOR NUTRITIONAL ADEQUACY AS IN MODULE 4501 01 005.

7. REPEAT FOR FOUR MORE DAYS.

8. SHOW YOUR MENU TO YOUR INSTRUCTOR.

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 022 7 **date:** 12/77 **level:**

skill title: WORKING WITH ALLERGY DIETS (ALLERGY I)

developed & written by:

visuals by:

WORD GUIDE

ALLERGY - AN ABNORMAL SENSITIVITY TO SPECIFIC SUBSTANCES CONTAINED IN CERTAIN FOODS.

PEDIATRICS - BRANCH OF MEDICINE DEALING WITH THE CARE OF CHILDREN.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

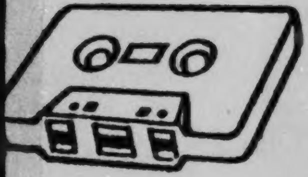
HOW TO WORK WITH THE ALLERGY I DIET.

AND IN ORDER TO DO THIS YOU WILL NEED:

PRETEND PEDIATRIC PATIENT, 12 MONTHS OLD, WHO HAS BEEN PLACED ON AN ALLERGY I DIET.
PENCIL
SHEET OF PAPER

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU KNOW AND USE ONLY THE FOODS ALLOWED ON THE DIET.
2. YOU KNOW THE SAMPLE MENU OF THE DIET.
3. YOU PLAN AN ALLERGY I DIET WHICH IS NUTRITIONALLY ADEQUATE FOR A 12 MONTH OLD CHILD, AND WHICH THEY WILL LIKE.
4. YOU SPELL, PRONOUNCE AND DEFINE ALL TECHNICAL WORDS LISTED IN THIS MODULE.



A TAPE OF THIS MODULE IS AVAILABLE

WORD GUIDE

ALLERGEN - SPECIFIC SUBSTANCE WHICH CAUSES AN ALLERGIC REACTION IN A PATIENT WITH ALLERGIES.

INFORMATION

A PERSON WHO HAS A FOOD ALLERGY IS ABNORMALLY SENSITIVE TO SPECIFIC SUBSTANCES CONTAINED IN CERTAIN FOODS. HE/SHE EXPERIENCES AN ALLERGIC REACTION TO FOODS WHICH CAN BE EATEN WITHOUT ILL-EFFECTS BY PEOPLE WHO DO NOT HAVE ALLERGIES. THE FOOD WHICH CAUSES THE ALLERGIC REACTION IS CALLED THE ALLERGEN. CERTAIN FOODS SEEM TO CAUSE ALLERGIC REACTIONS IN INDIVIDUALS MORE OFTEN THAN OTHERS. THESE ALLERGENIC FOODS INCLUDE EGGS, MILK, WHEAT, CORN, AND CITRUS FRUITS. CERTAIN OTHER FOODS, SUCH AS RICE, LAMB, AND SWEET POTATOES ARE NON-ALLERGENIC; THAT IS, THEY RARELY CAUSE FOOD ALLERGIES EVEN IN THE FOOD SENSITIVE INDIVIDUAL.

INFORMATION

SOMETIMES AN ALLERGIC REACTION IS CLEARLY CONNECTED WITH EATING A CERTAIN FOOD, SUCH AS EGGS. THE PATIENT ALWAYS HAS THE REACTION AFTER EATING EGGS AND NEVER HAS THE REACTION WHEN HE/SHE DOES NOT EAT EGGS. IN THAT CASE, IT IS OBVIOUS WHAT THE PATIENT MUST DO. HE/SHE MUST AVOID EATING EGGS AND ALL FOODS CONTAINING EGGS.

SOMETIMES THE PATIENT HAS MANY FOOD ALLERGIES SO THAT IT IS HARD TO FIND OUT WHICH FOODS CAUSE THE ALLERGIC REACTION. THIS TYPE OF PATIENT IS PLACED ON THE ALLERGY I DIET OR THE ALLERGY II DIET; DIETS CONSISTING ONLY OF NON-ALLERGENIC FOODS. NEW FOODS ARE ADDED ONE AT A TIME TO THE DIET UNTIL A FOOD IS

INFORMATION

ADDED WHICH CAUSES AN ALLERGIC REACTION. IN THIS WAY, FOOD ALLERGIES CAN BE DIAGNOSED SO THAT THE PATIENT AND PHYSICIAN KNOW WHICH SPECIFIC FOODS THE PATIENT SHOULD AVOID EATING IN THE FUTURE.

MODULE 4501 01 021 7 IS THE FIRST OF A SERIES OF 7 MODULES ON ALLERGY DIETS.

READ THE MATERIAL ON ALLERGY I DIETS, PAGES 173-178, IN UNIVERSITY OF MICHIGAN DIET MANUAL.

TURN PAGE →

JOB STEPS

1. COLLECT YOUR MATERIALS. BE SURE TO READ THE MATERIAL ON PAGE 3 OF THIS MODULE.

2. STUDY THE ALLERGY I DIET AND SAMPLE MENU, PAGES 173-175, UNIVERSITY OF MICHIGAN DIET MANUAL.

3. PLAN ONE DAY'S MENU FOR THE GIVEN PATIENT.

4. EVALUATE THE MENU FOR NUTRITIONAL ADEQUACY, USING THE QUICK METHOD AS IN MODULE 4501 01 005.

5. SHOW YOUR MENU TO YOUR INSTRUCTOR.

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 023 7 date: 12/77 level:

skill title: WORKING WITH ALLERGY DIETS (ALLERGY II)

developed & written by:

visuals by:

WORD GUIDE

PEDIATRICS - BRANCH OF MEDICINE DEALING WITH THE CARE OF CHILDREN.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO WORK WITH THE ALLERGY II DIET.

AND IN ORDER TO DO THIS YOU WILL NEED:

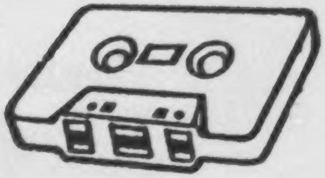
PRETEND PEDIATRIC PATIENT 12 MONTHS OLD WHO HAS BEEN PLACED ON AN ALLERGY II DIET.

PENCIL

SHEET OF PAPER

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU KNOW AND USE ONLY THE FOODS ALLOWED ON THE DIET.
2. YOU KNOW THE SAMPLE MENU OF THE DIET.
3. YOU PLAN AN ALLERGY II DIET WHICH IS NUTRITIONALLY ADEQUATE FOR A 12 MONTH OLD CHILD, AND WHICH THE CHILD WILL LIKE.



A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

READ THE MATERIAL ON ALLERGY II DIETS.

UNIVERSITY OF MICHIGAN DIET MANUAL, PAGES 179-182

TURN PAGE →

JOB STEPS

1. COLLECT YOUR MATERIALS. BE SURE TO READ THE MATERIAL REFERRED TO ON PAGE 3 OF THIS MODULE.

2. STUDY THE ALLERGY II DIET AND SAMPLE MENU, PAGES 170-182, UNIVERSITY OF MICHIGAN DIET MANUAL.

3. PLAN ONE DAY'S MENU FOR THE GIVEN PATIENT.

4. EVALUATE THE MENU FOR NUTRITIONAL ADEQUACY, USING THE QUICK METHOD AS IN MODULE NUMBER 4501 01 005 7.

5. SHOW YOUR MENU TO YOUR INSTRUCTOR.

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 024 7 date: 12/74 level:

skill title: WORKING WITH ALLERGY DIETS (EGG-FREE)

developed & written by:

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO WORK WITH THE EGG-FREE DIET.

AND IN ORDER TO DO THIS YOU WILL NEED:

PRETEND PATIENT WHO IS ALLERGIC TO EGGS

PENCIL

SHEET OF PAPER

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU KNOW AND USE ONLY THE FOODS ALLOWED ON THE DIET.
2. YOU KNOW THE SAMPLE MENU OF THE DIET.
3. YOU PLAN AN EGG-FREE DIET THAT IS NUTRITIONALLY ADEQUATE.
4. YOU SPELL, PRONOUNCE AND DEFINE TECHNICAL WORDS LISTED IN THIS MODULE.

A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

READ THE MATERIAL ON EGG-FREE DIETS.

UNIVERSITY OF MICHIGAN DIET MANUAL, PAGES 183-186

"GOOD RECIPES TO BRIGHTEN THE ALLERGY DIET"

"WHEAT, MILK AND EGG FREE RECIPES"

TURN PAGE →

JOB STEPS

1. COLLECT YOUR MATERIALS. BE SURE TO READ THE MATERIALS REFERRED TO ON PAGE 3 OF THIS MODULE.

2. STUDY THE EGG-FREE DIET AND SAMPLE MENU, PAGES 184-186, OF THE UNIVERSITY OF MICHIGAN DIET MANUAL.

3. PLAN ONE DAY'S MENU FOR THE PATIENT WHO IS ALLERGIC TO EGGS.

4. EVALUATE FOR NUTRITIONAL ADEQUACY USING THE QUICK METHOD AS IN MODULE 4501 01 055 7.

5. SHOW YOUR MENU TO YOUR INSTRUCTOR.

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 025 7 date: 12/77 level: ____

skill title: WORKING WITH ALLERGY DIETS (WHEAT-FREE)

developed & written by: ________________

visuals by: ________________

2

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO WORK WITH THE WHEAT-FREE DIET.

AND IN ORDER TO DO THIS YOU WILL NEED:

PRETEND PATIENT WHO IS ALLERGIC TO WHEAT

PENCIL

SHEET OF PAPER

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU KNOW AND USE ONLY THE FOODS ALLOWED ON THE DIET.
2. YOU KNOW THE SAMPLE MENU OF THE DIET.
3. YOU PLAN A WHEAT-FREE DIET THAT IS NUTRITIONALLY ADEQUATE.

A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

READ THE MATERIAL ON THE WHEAT-FREE DIETS.

UNIVERSITY OF MICHIGAN DIET MANUAL, PAGES 193-197

"WHEAT, MILK AND EGG FREE RECIPES"

"GOOD RECIPES TO BRIGHTEN THE ALLERGY DIET"

JOB STEPS

1. COLLECT YOUR MATERIALS. BE SURE TO READ THE MATERIAL REFERRED TO ON PAGE 3 OF THIS MODULE.

2. STUDY THE WHEAT-FREE DIET AND SAMPLE MENU, PAGES 193-197.

3. PLAN ONE DAY'S MENU FOR THE PATIENT WHO IS ALLERGIC TO WHEAT. MAKE SURE THAT YOU HAVE NOT USED FOODS THAT CONTAIN:

    1. WHEAT FLOUR
    2. BATTERS OR BREADING
    3. CREAM SAUCE
    4. WHEAT BREADS, CEREALS AND PASTA PRODUCTS

JOB STEPS

4. EVALUATE THE MENU FOR NUTRITIONAL ADEQUACY AS IN MODULE 4501 01 005.

5. SHOW YOUR MENU TO YOUR INSTRUCTOR.

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 026 7 **date:** 12/77 **level:**

skill title: WORKING WITH ALLERGY DIETS (MILK FREE)

developed & written by:

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO WORK WITH THE MILK-FREE DIET.

AND IN ORDER TO DO THIS YOU WILL NEED:

PRETEND PATIENT WHO IS ALLERGIC TO MILK

PENCIL

SHEET OF PAPER

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU KNOW AND USE ONLY THE FOODS ALLOWED ON THE DIET.
2. YOU KNOW THE SAMPLE MENU FO THE DIET.
3. YOU PLAN A MILK-FREE DIET THAT IS NUTRITIONALLY ADEQUATE.
4. YOU SPELL, PRONOUNCE AND DEFINE TECHNICAL WORDS LISTED IN THIS MODULE.

A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

READ THE MATERIAL ON MILK-FREE DIETS.

UNIVERSITY OF MICHIGAN DIET MANUAL, PAGES 187-191

"WHEAT, MILK AND EGG FREE RECIPES

"GOOD RECIPES TO BRIGHTEN THE ALLERGY DIET"

"APPEALING RECIPES"

WORD GUIDE

PROSOBEE ISOMIL - MILK SUBSTITUTES DESIGNED FOR PERSONS WHO ARE ALLERGIC TO MILK. THEY ARE MADE PRIMARILY FROM SOYBEANS, AND THEY CONTAIN NO MILK PRODUCTS.

JOB STEPS

1. COLLECT YOUR MATERIALS. BE SURE TO READ THE MATERIAL REFERRED TO ON PAGE 4 OF THIS MODULE.
2. STUDY THE MILK-FREE DIET AND SAMPLE MENU, PAGES 187-191.
3. PLAN ONE DAY'S MENU FOR THE PATIENT WHO IS ALLERGIC TO MILK. MAKE SURE THAT YOU HAVE NOT INCLUDED FOODS THAT CONTAIN THESE ITEMS:
    - A. MILK IN ANY FORM, WHETHER AS A BEVERAGE OR AN INGREDIENT IN COOKING OR BAKING (USE SOYBEAN PREPARATION SUCH AS ISOMIL OR PROSOBE).

JOB STEPS

B. FOODS MADE FROM MILK, SUCH AS CHEESE, ICE CREAM, CREAM, BUTTERFAT AND BUTTER.

C. POWDERED SKIM MILK OR NON-FAT DRY MILK.

D. MILK SOLIDS OR NON-FAT DRY MILK SOLIDS

E. WHEY

F. MARGARINE (MOST MARGARINES CONTAIN MILK SOLIDS (A MILK FREE MARGARINE SUCH AS MAR-PORV MAY BE USED).

4. EVALUATE THE MENU FOR NUTRITIONAL ADEQUACY AS IN MODULE 4501 01 005 7.

5. SHOW YOUR MENU TO YOUR INSTRUCTOR.

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 027 7 **date:** 12/77 **level:**

skill title: WORKING WITH ALLERGY DIETS (MOLD-FREE)

developed & written by:

visuals by:

WORD GUIDE

MOLDS - A TYPE OF FUNGUS. MOLDS MAY RANGE IN SIZE FROM VISIBLE BREAD MOLD TO TINY ONE-CELLED PLANTS.

PERFORMANCE OBJECITVE

YOU ARE GOING TO LEARN:

HOW TO WORK WITH THE MOLD-FREE DIET.

AND IN ORDER TO DO THIS YOU WILL NEED:

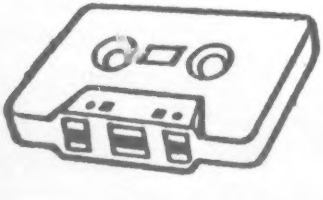
PRETEND PATIENT WHO IS ALLERGIC TO MOLDS

PENCIL

SHEET OF PAPER

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU KNOW AND USE ONLY THE FOODS ALLOWED ON THE DIET.
2. YOU KNOW THE SAMPLE MENU OF THE DIET.
3. YOU PLAN A MOLD FREE DIET THAT IS NUTRITIONALLY ADEQUATE.
4. YOU SPELL, PRONOUNCE AND DEFINE TECHNICAL WORDS LISTED IN THIS MODULE.



A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

READ THE MATERIAL ON MOLD-FREE DIETS.

UNIVERSITY OF MICHIGAN DIET MANUAL, PAGE 205-207.

WORD GUIDE

FUNGUS - A GROUP OF PLANTS WHICH ARE CHARACTERIZED BY THE ABSENCE OF CHLORPHYLL (GREEN PIGMENT). YEASTS, MOLDS AND MUSHROOMS ARE EXAMPLES OF FUNGI.

JOB STEPS

1. COLLECT YOUR MATERIALS. BE SURE TO READ THE MATERIAL REFERRED TO ON PAGE 3 OF THIS MODULE.

2. STUDY THE MOLD-FREE DIET AND SAMPLE MENU, PAGES 205-207, *UNIVERSITY OF MICHIGAN DIET MANUAL*.

3. PLAN ONE DAY'S MENU FOR THE PATIENT WHO IS ALLERGIC TO MOLDS AND FUNGUS PRODUCTS.

JOB STEPS

4. EVALUATE THE MENU FOR NUTRITIONAL ADEQUACY, USING THE QUICK METHOD AS IN MODULE 4501 01 005 7.

5. SHOW YOUR MENU TO YOUR INSTRUCTOR.

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 028 7 date: 12/77 level:

skill title: WORKING WITH ALLERGY DIETS (GLUTEN-FREE)

developed & written by:

visuals by:

WORD GUIDE

GLUTEN - A TYPE OF PROTEIN FOUND IN WHEAT, RYE, OATS AND BARLEY.

NON-TROPICAL SPRUE - A DISEASE OF THE INTESTINES IN WHICH NUTRIENTS ARE POORLY ABSORBED. THIS DISEASE OCCURS PRIMARILY IN ADULTS.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO WORK WITH THE GLUTEN-FREE DIET.

AND IN ORDER TO DO THIS YOU WILL NEED:

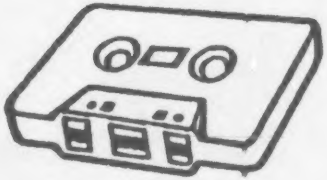
PRETEND PATIENT WITH NON-TROPICAL SPRUE

PENCIL

SHEET OF PAPER

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU KNOW AND USE ONLY THE FOODS ALLOWED ON THE DIET.
2. YOU KNOW THE SAMPLE MENU OF THE DIET.
3. YOU PLAN A GLUTEN-FREE DIET THAT IS NUTRITIONALLY ADEQUATE.
4. YOU SPELL, PRONOUNCE AND DEFINE TECHNICAL WORDS LISTED IN THIS MODULE.



A TAPE OF THIS MODULE IS AVAILABLE.

WORD GUIDE

CELIAC DISEASE - A DISEASE CHARACTERIZED BY ABNORMALITIES OF THE SMALL AND LARGE INTESTINES WHICH CAUSE IMPAIRED ABSORPTION OF NUTRIENTS LEADING TO MALNUTRITION, VITAMIN DEFICIENCIES, AND FAILURE TO GROW AND DEVELOP. THIS DISEASE OCCURS PRIMARILY IN CHILDREN UNDER THE AGE OF SIX.

MALABSORPTION SYNDROME - POOR ABSORPTION OF NUTRIENTS FROM THE SMALL INTESTINE.

INFORMATION

READ THE MATERIAL ON GLUTEN-FREE DIETS.

UNIVERSITY OF MICHIGAN DIET MAUNAL, PAGES 199-204.

TURN PAGE →

JOB STEPS

1. COLLECT YOUR MATERIALS. BE SURE TO READ THE MATERIAL REFERRED TO ON PAGE 3 OF THIS MODULE.

2. STUDY THE GLUTEN-FREE DIET AND SAMPLE MENU, PAGES 199-204, OF THE UNIVERSITY OF MICHIGAN DIET MANUAL.

3. PLAN ONE DAY'S MENU FOR THE PATIENT ON A GLUTEN-FREE DIET. MAKE SURE THAT YOU DO NOT INCLUDE FOODS THAT CONTAIN WHEAT, RYE, OATS AND BARLEY IN ANY FORM.

4. EVALUATE YOUR MENU FOR NUTRITIONAL ADEQUACY USING THE QUICK METHOD AS IN MODULE 4501 01 005 7.

5. SHOW YOUR MENU TO YOUR INSTRUCTOR.

dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 029 7 **date:** 5/77 **level:** I

skill title: HAND WASHING FOR INSTITUTIONAL KITCHEN

developed & written by: VARNEY AND MACKINNON

visuals by: SANDRA GOSTOMSKI

WORD GUIDE

ANTIBACTERIAL - AGAINST GERMS. THE ANTIBACTERIAL INGREDIENT IN LIQUID SOAP IS SOMETHING ADDED TO FIGHT GERMS.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO DO HAND WASHING IN AN INSTITUTIONAL KITCHEN.

AND IN ORDER TO DO THIS YOU WILL NEED:

SINK

LIQUID ANTIBACTERIAL SOAP IN DISPENSER ABOVE SINK

RUNNING WATER

PAPER TOWELS IN DISPENSER

WATCH

ORANGE STICK

WASTEBASKET

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOUR WATCH IS PUSHED UP ON YOUR ARM.
2. YOUR UNIFORM DOES NOT BECOME WET.
3. ALL SURFACES OF YOUR HANDS ARE WASHED WITH SOAP.
4. YOUR HANDS ARE THOROUGHLY RINSED AND DRIED.
5. NO GLOWING GERMS SHOW UP WHEN YOUR HANDS AND LOWER ARMS ARE UNDER BLACK LIGHT.

A TAPE OF THIS MODULE IS AVAILABLE.

JOB STEPS

1. BEFORE STARTING THIS MODULE, BE SURE YOU WEAR A UNIFORM AND THAT A HAIR BONNET COVERS YOUR HAIR.

2. REMOVE RINGS, EXCEPT WEDDING RING, AND PLACE IN POCKETS OR PIN THEM TO UNIFORM.

3. PUSH YOUR WATCH UP ON YOUR ARM. IF YOU CANNOT PUSH IT UP, REMOVE IT.

4. HAVE INSTRUCTOR PUT "GERMS" ON HANDS AND WRISTS.

5. STAND BACK FAR ENOUGH FROM THE SINK TO KEEP YOUR UNIFORM FROM GETTING WET.

6. TURN PAPER TOWEL CRANK FIVE OR SIX TIMES AROUND TO GET OUT ENOUGH TOWELING TO DRY HANDS.

WORD GUIDE

ROTARY - TWIST OR REVOLVE.

FRICTION - THE FORCE WHICH OPPOSES MOTION.

JOB STEPS

7. TURN THE FAUCETS ON. ADJUST THE WATER TO THE RIGHT TEMPERATURE (VERY WARM).

8. HOLD YOUR HANDS UNDER THE WATER AND RINSE THEM OFF.

9. USE ORANGE STICK TO CLEAN NAILS.

10. PUT ANTIBACTERIAL SOAP ON YOUR HANDS FROM THE LIQUID SOAP DISPENSER.

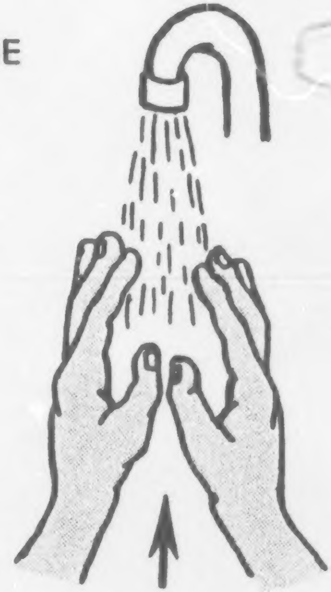
11. RUB YOUR HANDS TOGETHER TO MAKE LOTS OF SUDS. RUB THEM IN ROTARY FRICTION MOTION TO LOOSEN DIRT AND GERMS.

JOB STEPS

12. WASH THE PALMS OF YOUR HANDS, THE BACK OF YOUR HANDS, BETWEEN YOUR FINGERS AND YOUR WRISTS.

13. TAKE AT LEAST 15 SECONDS TO WASH BOTH HANDS AND LOWER ARMS.

14. HOLD YOUR HANDS UNDER THE RUNNING WATER. HOLD YOUR FINGERTIPS HIGHER THAN YOUR WRISTS SO THAT THE WATER RUNS DOWN TOWARD THE WRISTS.



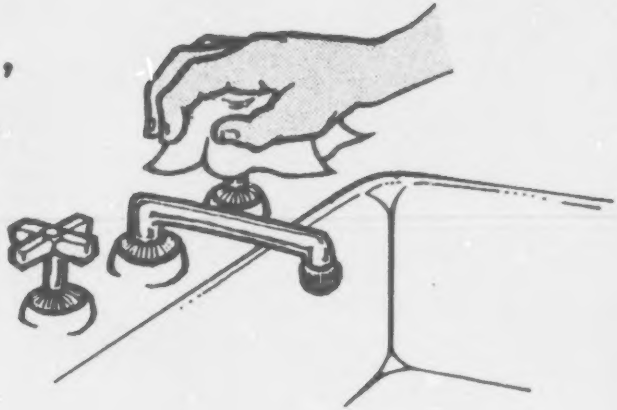
JOB STEPS

15. RINSE FOR 1 MINUTE. HOLD YOUR HANDS HIGHER THAN YOUR ELBOWS.

16. LEAVE WATER RUNNING.

17. DRY YOUR HANDS FROM FINGERTIPS TO WRISTS WITH THE PAPER TOWEL THAT YOU CRANKED OUT BEFORE.

18. USING THE PAPER TOWEL, TURN OFF THE FAUCETS.



19. THROW THE PAPER TOWEL INTO THE WASTEBASKET.

JOB STEPS

20. ASK YOUR INSTRUCTOR TO CHECK YOUR HANDS AND ARMS WITH THE BLACK LIGHT.

21. PRACTICE WASHING UNTIL ALL THE "GERMS" ARE GONE WITHIN 15 TO 20 SECONDS OF WASHING.

dietetic assistant

unit: MENU PLANNING

capital area career center

module: 4501 02 001 7 **date:** 7/77 **level:**

skill title: MENU PLANNING, ONE DAY MEALS FOR YOUR FAMILY

developed & written by: JEAN FRIEND, R. D.

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

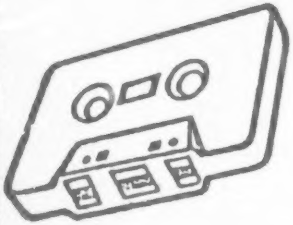
HOW TO PLAN A DAY'S MEALS FOR YOUR FAMILY USING THE BASIC FOUR AS A GUIDE.

IN ORDER TO DO THIS YOU WILL NEED:

MENU PLANNING SHEET
PENCIL
COOKBOOKS OF YOUR CHOICE

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU WRITE UP A NUTRITIONALLY ADEQUATE MENU.
2. YOU WRITE UP A MENU WHICH PROVIDES FOR CONTRASTS IN FLAVOR, COLOR, TEMPERATURE, FORM AND METHOD OF PREPARATION.
3. YOU DO NOT REPEAT ANY PARTICULAR FOOD IN THE MENU.
4. YOU CAN SPELL, PRONOUNCE, AND DEFINE ALL TECHNICAL WORDS LISTED IN THIS MOD.



A TAPE OF THIS MODULE IS AVAILABLE.

WORD GUIDE

NUTRIENT - ANY MATTER THAT SERVES TO SUSTAIN AN ORGANISM'S EXISTENCE, PROMOTE GROWTH, REPLACE LOSS, AND PROVIDE ENERGY.

RECOMMENDED DIETARY ALLOWANCE - ALLOWANCES OF SPECIFIC NUTRIENTS AS RECOMMENDED BY THE FOOD AND NUTRITION BOARD OF THE NATIONAL RESEARCH COUNCIL. NUTRIENTS WHICH KEEP THE BODY FUNCTIONING AT OPTIMUM LEVELS.

INFORMATION

BY PROVIDING A FAMILY WITH A NUTRITIONALLY ADEQUATE MENU, YOU CAN HELP TO KEEP THEM HEALTHY.

WORD GUIDE

CALCIUM - TO HELP BUILD BONES AND TEETH.

INFORMATION

THE BASIC FOUR IS USED TO PLAN MENUS. IT IS EASIER TO THINK IN TERMS OF FOODS RATHER THAN NUTRIENTS. BY FOLLOWING THE BASIC FOUR, YOU WILL FULFILL THE RECOMMENDED DIETARY ALLOWANCES.

1. MILK GROUP

TWO OR MORE CUPS OF MILK (THREE FOR CHILDREN, FOUR FOR TEENAGERS) FOR A BEVERAGE OR IN FOODS SUCH AS CUSTARDS, PUDDINGS. IT IS A GOOD SOURCE OF CALCIUM.

WORD GUIDE

PROTEIN - USED TO REPAIR AND BUILD BODY TISSUES.

INFORMATION

2. PROTEIN-RICH FOOD

FOUR TO SIX OUNCES (COOKED WEIGHT) OF PROTEIN-RICH FOODS SUCH AS MEAT, EGGS, CHICKEN, FISH (IN ADDITION TO THE MILK ALLOWANCE). A GOOD PRACTICE IS TO INCLUDE AT LEAST THREE EGGS A WEEK AT BREAKFAST AS PART OF THE PROTEIN ALLOWANCE. LEGUMES AND PEANUT BUTTER CAN BE USED AS ALTERNATIVES OCCASSIONALLY. EXAMPLES OF A 2 OUNCE COOKED MEAT PORTION:

1. HAMBURGER - 1 SMALL PATTY
2. COLD CUTS - 2 SLICES
3. FRANKFURTERS - 2 (8 PER POUND)
4. EGGS - 2
5. SALMON, TUNA - 1/2 CUP
6. PEANUT BUTTER - 4 LEVEL TABLESPOONS
7. DRIED PEAS, BEANS, LENTILS - 1 CUP COOKED

WORD GUIDE

VITAMIN - ANY OF A GROUP OF FOOD FACTORS ESSENTIAL IN SMALL QUANTITIES TO MAINTAIN LIFE BUT DO NOT PROVIDE ENERGY BY THEMSELVES. THE EXTREME ABSENCE OF ANY ON OF THEM MAY RESULT IN A CHARACTERISTIC DEFICIENCY DISEASE.

INFORMATION

3. FRUITS AND VEGETABLE GROUP

FOUR SERVINGS OF FRUIT, VEGETABLES, AND/OR JUICE. THE FOUR SERVINGS SHOULD TOTAL 2 CUPS FOR THE DAY. EVERYDAY, ONE SERVING SHOULD BE A VITAMIN C FRUIT OR VEGETABLE. THREE TIMES PER WEEK A FOOD HIGH IN VITAMIN A SHOULD BE SERVED.

WORD GUIDE

VITAMIN C - WATER-SOLUBLE VITAMIN, FOUND IN PLANTS AND ESPECIALLY IN FRUIT AND LEAFY VEGETABLES. IT HELPS IN RESISTING INFECTION, AND HELPS PREVENT FATIGUE.

INFORMATION

SOURCES OF VITAMIN C

FRUITS	VEGETABLES
ORANGES	BROCCOLI
GRAPEFRUIT	BRUSSEL SPROUTS
STRAWBERRIES	POTATOES
CANTALOUPE	GREENS
TOMATOES	CABBAGE
TANGERINES	GREEN PEPPERS
	CAULIFLOWER

WORD GUIDE

VITAMIN A - FAT-SOLUBLE VITAMIN FOUND ESPECIALLY IN ANIMAL PRODUCTS (EGG YOLK, MILK, FISH-LIVER OILS). FUNCTION IS TO KEEP THE SKIN SMOOTH AND SOFT AND TO PROTECT AGAINST NIGHT BLINDNESS.

INFORMATION

SOURCES OF VITAMIN A

FRUITS	VEGETABLES
APRICOTS	CARROTS
TOMATOES	PUMPKIN
CANTALOUPE	SWEET POTATOES
	WINTER SQUASH
	BROCCOLI
	GREENS
	ASPARAGUS

WORD GUIDE

FAT - USED TO SUPPLY ENERGY AND TO KEEP THE SKIN SMOOTH.

CARBOHYDRATE - USED TO SUPPLY ENERGY. EXAMPLES ARE SUGARS, STARCHES, AND CELLULOSES.

INFORMATION

4. CEREAL GROUP

BEST SOURCE OF CARBOHYDRATE; FOUR OR MORE SERVINGS OF BREAD OR CEREAL PER DAY. USE WHOLE GRAIN OR ENRICHED PRODUCTS. EXAMPLES: BREAD, COOKED OR READY TO EAT CEREAL, CORNMEAL, FLOUR, MACARONI, SPAGHETTI, GRITS, NOODLES, AND RICE.

5. OTHERS

SOME FORM OF FAT, SUCH AS BUTTER OR FORTIFIED MARGARINE, SHOULD BE INCLUDED IN A GOOD DIET. IF THE DIET NEEDS ADDITIONAL CALORIES, FOODS HIGH IN SUGAR CAN BE USED.

JOB STEPS

1. GATHER YOUR MATERIALS AND SELECT A QUIET AND COMFORTABLE WORK
2. COLLECT YOUR COOKBOOKS.
3. PLAN DINNER. FIRST, SELECT THE MEAT ITEM.
4. SELECT AN ITEM FROM THE BREAD GROUP AND VEGETABLE GROUP.
5. SELECT A SALAD TO ADD COLOR, TEXTURE, AND FLAVOR. THEN, SELECT A DESSERT THAT WILL COMPLIMENT THE MEAL.
6. PLAN THE LUNCH IN THE SAME ORDER THAT YOU PLANNED DINNER.
7. PLAN BREAKFAST. SELECT EGG OR MEAT, FRUIT OR JUICE, CEREAL IF DESIRED, AND HOT BREAD OR TOAST.

JOB STEPS

8. LIST ALL BEVERAGES OFFERED.

9. PUT ASIDE MENUS FOR THE FOLLOWING DAY TO REVIEW.

SAMPLE MENU

BREAKFAST	LUNCH
ORANGE JUICE 1/2 CUP	VEGETABLE SOUP 1 CUP
CORN FLAKES 3/4 CUP	PEANUT BUTTER 2 T. AND JELLY SANDWICH
SAUSAGE 2 OUNCES	COTTAGE CHEESE AND CHIVES
BLUBERRY MUFFIN	MILK 1 CUP
MARGARINE	
MILK 1 CUP	

JOB STEPS

DINNER

SPAGHETTI 1/2 CUP WITH
TOMATO AND MEAT SAUCE 3/4 CUP
BROCCOLI 1/2 CUP
TOSSED SALAD WITH VINEGAR AND OIL DRESSING
GARLIC TOAST 1 SLICE
ICE CREAM 1/2 CUP
MILK 1 CUP

JOB STEPS

ANSWER THE FOLLOWING QUESTIONS. DO NOT WRITE IN THIS MOD.

1. ARE THE MENUS NUTRITIONALLY ADEQUATE?
2. NAME THE MEMBERS OF THE PROTEIN GROUP.
3. NAME THE MEMBERS OF THE FRUIT AND VEGETABLE GROUP.
4. NAME THE VEGETABLE HIGH IN VITAMIN A.
5. NAME THE FRUIT HIGH IN VITAMIN C.
6. NAME THE MEMBERS OF THE MILK GROUP.
7. NAME THE MEMBERS OF THE BREAD GROUP.
8. WOULD YOUR FAMILY EAT THE MEALS LISTED ON THIS MENU?

JOB STEPS

ANSWERS

1. YES

2. SAUSAGE, PEANUT BUTTER, MEAT SAUCE

3. ORANGE JUICE, BLUEBERRIES IN MUFFIN, PEACHES, BROCCOLI, LETTUCE, TOMATOES, AND VEGETABLE SOUP.

4. BROCCOLI

5. ORANGE JUICE

6. MILK, COTTAGE CHEESE, AND ICE CREAM.

7. BLUEBERRY MUFFIN, CORN FLAKES, BREAD, SPAGHETTI, AND GARLIC TOAST.

dietetic assistant

unit: MENU PLANNING AND FOOD ORDERING

capital area career center

module: 4501 02 002 7 date: 9/1 level:

skill title: MENU PLANNING FOR A HOSPITAL

developed & written by: JEAN FRIEND R. D.

visuals by:

WORD GUIDE

NUTRITIONAL ADEQUACY - REVIEW
INFORMATION REGARDING NUTRITION
IN MOD 4501 02 002 7.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO PLAN A MENU FOR A HOSPITAL.

AND IN ORDER TO DO THIS YOU WILL NEED:

- PENCIL
- MENU - PLANNING BLANKS
- COOKBOOKS OF YOUR CHOICE

WORD GUIDE

NON SELECTIVE - ONLY ONE CHOICE IS OFFERED.

MEAL PATTERN - FOR MENUS IN THIS MODULE IT WILL BE THREE MEALS - DINNER IN THE EVENING, LUNCH AT NOON, BREAKFAST IN THE MORNING, AND JUICE IN THE EVENING.

WE WILL KNOW YOU CAN DO THIS WHEN:

1. YOU PLAN AN APPEALING MENU WHICH OFFERS VARIETY IN COLOR, FLAVOR, SHAPE, TEXTURE, AND TEMPERATURE.
2. YOU CAN SPELL, PRONOUNCE, AND DEFINE ALL TECHNICAL WORDS LISTED IN THIS MODULE.

A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

BASIC POINTS IN MENU PLANNING:

1. REVIEW NUTRITIONAL REQUIREMENTS AS EXPLAINED IN MOD 4501-02-002-7.
2. YOUR MEAL PLAN WILL BE THREE MEALS A DAY: BREAKFAST, WITH LUNCH AT NOON, DINNER IN THE EVENING, AND JUICE BEFORE BED.

BREAKFAST

FRUIT OR JUICE PREFERABLY A GOOD SOURCE OF VITAMIN C, WHOLE GRAIN OR ENRICHED CEREAL, EGG OR ALTERNATE, TOAST OR ROLL, BUTTER OR MARGARINE, MILK, AND BEVERAGE.

LUNCH

MAIN DISH CONTAINING PROTEIN RICH FOOD, BREAD, ROLL, OR MUFFIN, BUTTER OR MARGARINE, DESSERT - MAY BE FRUIT, MILK, AND BEVERAGE.

INFORMATION

DINNER

MEAT, POULTRY, OR FISH, POTATO OR ALTERNATE, COOKED VEGETABLE, SALAD, BREAD OR ROLL, DESSERT, MILK, AND BEVERAGE.

BEDTIME

JUICE

3. A. PATIENTS' PREFERENCE: IT IS MOST IMPORTANT THAT THE PATIENT EAT WHAT IS OFFERED.
   B. ECONOMIC OR SOCIAL BACKGROUND.

INFORMATION

C. ETHNIC, CULTURAL, AND REGIONAL DIFFERENCES: IF PATIENTS ARE FROM THE SOUTH, REGIONAL FAVORITES SUCH AS GRITS, BLACK - EYED PEAS, AND CORNBREAD MIGHT BE OFFERED.

D. RELIGIOUS DIFFERENCES: SOME CATHOLICS, ESPECIALLY ELDERLY, STILL OBSERVE FRIDAY AS A MEATLESS DAY.

E. AVERAGE AGE OF PATIENTS: ELDERLY PATIENTS TEND TO BE WELL SET IN FOOD HABITS, SO NEW ITEMS SHOULD BE CAREFULLY INTRODUCED.

F. BUDGET: THERE SHOULD BE A FOOD BUDGET SO THE PLANNER SHOULD KNOW HOW MUCH MONEY IS AVAILABLE AND THIS SHOULD BE ADJUSTED YEARLY.

INFORMATION

4. EQUIPMENT : PLAN ON USING DIFFERENT KINDS OF EQUIPMENT FOR EACH MEAL. YOU CANNOT USE ONE PIECE OF EQUIPMENT FOR ALL ITEMS ON THE MENU.
5. LABOR: SPREAD THE LABOR OUT DURING THE DAY.
6. TYPE OF SERVICE: WHETHER IT IS CENTRALIZED SERVICE (ALL FOOD PUT ON TRAYS IN THE KITCHEN) OR DECENTRALIZED (THE FOOD GOES TO THE FLOORS IN BULK AND THEN IS PUT ON TRAYS).
7. CONTRACT OF FOODS: REVIEW INFORMATION ON FLAVOR, FORM, TEXTURE, COLOR, AND TEMPERATURE. REVIEW INFORMATION GIVEN IN MOD 4501-02-001-7.

INFORMATION

8. MERCHANDISING TECHNIQUES:

   A. USE GARNISHES TO DRESS UP A DISH SUCH AS: PARSLEY, GRAPES, CELERY LEAVES, OR A DAB OF JELLY.
   B. BALANCE: DO NOT SERVE ALL THE GOODIES AT ONE MEAL. INCLUDE AN ATTRACTIVE SALAD OR DESSERT WITH A LESS POPULAR MAIN DISH.
   C. VARIETY: DO NOT REPAEAT THE SAME FOODS TOO MANY TIMES.

JOB STEPS

1. FIRST, COLLECT ALL MATERIALS.

2. PLAN THE MEAT OR MAIN PROTEIN RICH MEAL. THEN VARIETY MAY BE OBTAINED THROUGH THE USE OF DIFFERENT KINDS OF MEAT, AS WELL AS DIFFERENT CUTS AND FORMS SUCH AS ROASTS, CUTLETS, CHOPS, GROUND, AND CUBED MEAT.

3. PLAN THE POTATO OR SUBSITUTE SUCH AS RICE, NOODLES, OR MACARONI. IF THE MAIN DISH CONTAINS STARCH OMIT THIS AS A SEPERATE CATEGORY.

4. NEXT PLAN THE VEGETABLES.

5. PLAN SALADS. SELECT FROM FRUIT, VEGETABLE, AND GELATIN SALADS.

JOB STEPS

6. BREAD - USE AN ASSORTMENT OF BREADS.

7. PLAN DESSERTS LAST. A RICH DESSERT SHOULD GO WITH A LIGHT MEAL. A LIGHT DESSERT, SUCH AS FRUIT GOES WITH A HEAVY MEAL. IF YOU USE A FRUIT SALAD, IT MAY BE SUBSITITUTED FOR DESSERT. THEN DESSERT SHOULD BE WITHOUT FRUIT SUCH AS A COOKIE, GELATIN CUBES, CAKE, OR PUDDING. IF THERE IS A VEGETABLE SALAD, FRUIT WOULD BE A GOOD CHOICE FOR DESSERT.

8. ADD BEVERAGES AFTER DESSERTS.

JOB STEPS

9. PLAN THE MAIN BREAKFAST ITEM. USE THREE OR MORE EGGS PER WEEK.

10. PLAN THE BREAKFAST FRUIT OR JUICE.

11. PLAN THE BREAD AND CEREAL FOR BREAKFAST.

12. PLAN THE BREAKFAST BEVERAGE.

13. SET MEAL PLANS ASIDE TO REVIEW ANOTHER DAY.

dietetic assistant

unit: MENU PLANNING AND FOOD ORDERING

capital area career center

module: 4501 02 003 7 date: 6/77 level:

skill title: PLANNING A SELECTIVE MENU FOR A HOSPITAL

developed & written by: JEAN FRIEND R.D.

visuals by:

WORD GUIDE

SELECTIVE MENU – A MENU WHICH OFFERS TWO OR MORE CHOICES FOR EACH COURSE OF A MEAL.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO PLAN A NUTRITIONALLY ADEQUATE, SELECTIVE MENU FOR A HOSPITAL.

IN ORDER TO DO THIS YOU WILL NEED:

PENCIL
MENU PLANNING BLANK FOR ONE WEEK
COOKBOOKS OF YOUR CHOICE

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU PLAN AN APPEALING MENU WITH APPROPRIATE CHOICES AND PLEASING VARIETY IN COLOR, FLAVOR, SHAPE, TEXTURE, AND TEMPERATURE.
2. YOU CAN SPELL, PRONOUNCE AND DEFINE ALL TECHNICAL WORDS LISTED IN THIS MODULE.

A TAPE OF THIS MODULE IS AVAILABLE

INFORMATION

MANY HOSPITALS AND NURSING HOMES HAVE SELECTIVE MENUS TO OFFER VARIETY TO THEIR PATIENTS. IT IS IMPORTANT THAT YOU KNOW HOW TO BALANCE POPULAR ITEMS WITH LESS POPULAR ITEMS.

FOR FURTHER HELP IN MENU PLANNING, REVIEW MODULES 4501 01 002 7 & 4501 02 002 7. TO PLAN SELECTIVE MENUS, YOU MUST KNOW HOW TO DO THE FOLLOWING STEPS:

A. BALANCE PROTEIN RICH (CASSEROLE) ITEMS WITH A SLICED MEAT, FISH, OR POULTRY.
B. BALANCE A POPULAR VEGETABLE WITH A LESS POPULAR ITEM.

POPULAR VEGETABLES ARE:

CORN
PEAS
CARROTS
WAX AND GREEN BEANS
ASPARAGUS

INFORMATION

LESS POPULAR VEGETABLES ARE:

CABBAGE
BROCCOLI
BRUSSEL SPROUTS
CAULIFLOWER
BEETS
SQUASH

C. BALANCE A BAKED OR HIGH CALORIE DESSERT WITH A LOW CALORIE ONE SUCH AS A FRUIT.

D. BALANCE A POPULAR SALAD SUCH AS LETTUCE, COLE SLAW, OR COTTAGE CHEESE WITH A LESS POPULAR ITEM SUCH AS A MOLDED SALAD OR AN ARRANGED FRUIT SALAD.

E. ONLY ONE CHOICE OF POTATO OR STARCH ITEM SUCH AS RICE OR NOODLES IS NECESSARY.

INFORMATION

THE FOLLOWING IS A BASIC MENU PATTERN FOR A SELECTIVE MENU:

BREAKFAST

CITRUS FRUIT OR JUICE

OTHER FRUIT OR JUICE

COOKED CEREAL

DRY CEREAL (CHOICE OF EGG OR MEAT)

TOAST, WHITE OR WHOLE WHEAT, (CHOICE OF FRENCH TOAST, PANCAKES, OR WAFFLES) SYRUP, AND JELLY

BUTTER OR MARGARINE

MILK WHOLE OR SKIM

BEVERAGE, CREAM, AND SUGAR

WORD GUIDE

MEAT EXTENDER - A MAIN DISH ITEM, PROTEIN RICH WHICH COMBINES MEAT WITH BREAD CRUMBS, RICE PASTA OR VEGETABLES FOR THE PURPOSE OF INCREASING THE NUMBER OF SERVINGS PER POUND OF MEAT.

MEAT-LESS DISH - A PROTEIN RICH DISH WHICH MAY CONTAIN CHEESE, EGGS, FISH, OR LEGUMES.

INFORMATION

LUNCH & DINNER

SOUP OR JUICE

MEAT, POULTRY, OR FISH

MEAT EXTENDER DISH OR MEAT-LESS DISHES

2

INFORMATION

LUNCH & DINNER (CONTINUED)

POTATO OR STARCH ITEM

VEGETABLE POPULAR & LESS POPULAR

SALAD - LETTUCE OR COLESLAW

SALAD - FRUIT OR MOLDED FRUIT

HOT BREAD (DESSERT)

BREAD, WHITE OR WHOLE WHEAT

BUTTER OR MARGARINE

BEVERAGE, CREAM, AND SUGAR

MILK OR SKIMMED MILK

WORD GUIDE

ENTREE - MAIN COURSE OR MAIN DISH OF A MEAL.

APPETIZER - FIRST COURSE OF A MEAL USUALLY A JUICE, SOUP, OR A MIXED FRUIT CUP.

JOB STEPS

1. COLLECT ALL MATERIALS. READ THE MATERIAL IN THE INFORMATION SECTION.

2. HAVE MENU PATTERN IN FRONT OF YOU AND SELECT ALL YOUR MEAT AND MAIN DISH (ENTREE) ITEMS FOR A WEEK. TWO CHOICES ARE ENOUGH.

3. SELECT A POTATO OR STARCH ITEM FOR EACH MEAL. IF YOU PLAN A SOUP AND SANDWICH, IT IS NOT NECESSARY TO HAVE A STARCH ITEM. TYPE MENU FOR LUNCH.

JOB STEPS

4. SELECT VEGETABLES. VARIETY IN POPULAR VEGETABLES CAN BE ACHIEVED BY CHANGES IN PREPARATION METHODS. SELECT A LESS POPULAR VEGETABLE FOR SECOND CHOICE.

5. USE AN APPROPRIATE SALAD TO ADD COLOR, TEXTURE AND FLAVOR. IT IS A GOOD IDEA TO OFFER A LETTUCE SALAD AT EVERY MEAL WITH A CHOICE OF A LESS POPULAR SALAD.

6. USE AN ASSORTMENT OF BREADS WITH AN OCCASIONAL USE OF A HOT BREAD SUCH AS MUFFINS OR BISCUITS.

7. BALANCE A FRUIT DESSERT WITH A BAKED DESSERT. ICE CREAM, SHERBERT, OR PUDDING CAN OCCASIONALLY REPLACE THE BAKED DESSERTS.

TURN PAGE →

JOB STEPS

8. ADD BEVERAGE AND A FIRST COURSE JUICE OR SOUP OR OTHER APPETIZERS.

9. PLAN BREAKFAST FRUIT OR JUICE.

10. PLAN PROTEIN FOOD SUCH AS EGG OR MEAT. VARY PREPARATION METHOD.

11. PLAN BREAD ITEMS SUCH AS PANCAKES, FRENCH TOAST, OR WAFFLES.

12. PLAN A CHOICE OF COOKED AND DRY CEREAL.

13. PLAN BEVERAGE LAST.

dietetic assistant

unit: MENU PLANNING AND FOOD ORDERING

capital area career center

module: 4501 02 004 7 **date:** 5/77 **level:**

skill title: ADAPTING A MENU TO MEET PHYSICIAN'S ORDERS FOR A SOFT DIET

developed & written by: JEAN FRIEND R.D.

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO ADAPT A MENU TO MEET PHYSICIAN'S ORDERS FOR A SOFT DIET.

AND IN ORDER TO DO THIS YOU WILL NEED:

GENERAL MENU WRITTEN ONTO THE DAILY MENU WORK SHEET

MENU WORK SHEET

PENCIL

UNIVERSITY OF MICHIGAN DIET MANUAL

WE WILL KNOW YOU CAN DO THIS WHEN:

1. YOU INDLUDE THE PROPER FOODS SO THE PREPARATION OF MENUS WILL NOT BECOME DIFFICULT.
2. YOU PLAN EACH MENU SO THAT IT IS ADEQUATE IN VARIETY, COLOR, TEXTURE, FLAVOR AND NUTRITION.

A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

THE FOLLOWING LIST OF WORDS WILL APPEAR THROUGH OUT THIS MODULE. IT IS IMPORTANT THAT YOU KNOW THESE WORDS BEFORE DOING THE JOB STEPS. CAREFULLY READ THROUGH THE WORD LIST.

ADAPT - TO MAKE SUITABLE OR TO ADJUST TO MEET REQUIREMENTS.

DIET - MEANS OF REGULATING FOOD, FOOD MANAGEMENT.

SOFT DIET - MODIFICATION OF REGULAR DIET BY LIMITING FOOD SOURCES OF FIBER AND CONNECTIVE TISSUE. FOODS ARE LIMITED TO THOSE WHICH ARE USUALLY WELL TOLERATED BY HOSPITAL PATIENTS.

1. POST OPERATIVE
2. ACUTELY ILL PATIENTS
3. SOME GASTROINTESTINAL DISORDERS
4. CHEWING PROBLEMS

INFORMATION

FOOD FIBER - INDIGESTIBLE RESIDUE LEFT BEHIND IN THE INTESTINE AFTER FOOD SUBSTANCES ARE ABSORBED.

CONNECTIVE TISSUE - COLLAGEN, A PROTEIN LIKE SUBSTANCE WHICH CAN BE CONVERTED TO GELATIN, DIGESTED AND ABSORBED BUT TAKES A LONGER TIME TO DO THIS. PUTS STRESS ON THE INTESTINES.

POST-OPERATIVE - A PATIENT WHO HAS HAD SURGERY.

GASTROINTESTINAL DISORDERS - DISORDERS OF THE STOMACH AND THE INTESTINES.

INTESTINES - LOWER PART OF THE ALIMENTARY CANAL EXTENDING FROM THE STOMACH TO THE ANUS.

ALIMENTARY - CONCERNED WITH THE FUNCTION OF NUTRITION.

INFORMATION

ANUS - OPENING AT THE LOWER END OF THE INTESTINE THROUGH WHICH THE SOLID REFUSE OF DIGESTION IS EXCREDED.

DIGEST - TO PREPARE FOOD IN THE ALIMENTARY TRACT FOR ENTRANCE INTO THE SYSTEM.

A SOFT DIET IS FREQUENTLY ORDERED IN A HOSPITAL OR NURSING HOME. IF YOU WORK IN A HOSPITAL YOU MAY BE ASKED TO PREPARE A SOFT DIET MENU.

THE SOFT DIET MUST BE ADEQUATE IN ALL ESSENTIAL NUTRIENTS.

FOODS ALLOWED

BEVERAGES

ANY KIND

INFORMATION

BREAD, CEREAL AND POTATO

ENRICHED, WHITE, FINE WHEAT,
RYE WITHOUT SEEDS, PLAIN ROLLS,
REFINED CRACKERS, HOT BISCUITS,
PLAIN MUFFINS, POPOVERS AND PANCAKES

DESSERTS

CAKE AND COOKIES
GELATIN DESSERTS
ICE CREAM
PIE FROM ALLOWED FOODS
PUDDING
SHERBET

FATS

ANY KIND

INFORMATION

FRUITS

ANY FRUIT JUICE OR PUREE OF FRUITS

COOKED APPLE (WITHOUT SKIN), APRICOTS,

CHERRIES, CRANBERRIES STRAINED, PEACHES,

PEARS, PINEAPPLE, PLUMS, PRUNES,

RHUBARB, FRESH BANANA, CANTALOUPE,

GRAPEFRUIT (NO MEMBRANE), HONEYDUE MELON,

ORANGE (NO MEMBRANE), PEACH (RIPE, NO SKIN),

PEAR (RIPE, NO SKIN) AND WATERMELON

MEAT OR SUBSTITUTE

CHEESE, EGGS, FISH,

MEAT (TENDER, PEANUT BUTTER SMOOTH,

POULTRY, SHELL FISH

SEASONINGS

ANY KIND

INFORMATION

SOUPS

ANY KIND FROM ALLOWED FOODS

SWEETS

ANY KIND WITHOUT NUTS AND SEEDS

VEGETABLES

COOKED:

ASPARGUS TIPS, BEANS, GREAN AND WAX, BEETS, CARROTS, EGGPLANT, MUSHROOMS, PEAS, PIMENTO, PUMPKIN, SPINACH, SQUASH AND TOMATOES

FRESH:

TOMATOES AND LETTUCE

INFORMATION

FOODS TO AVOID

1. FRUITS WITH TOUGH SKINS, NUTS AND RAISINS
2. WHEAT AND BRAN CEREALS
3. ROUGH MEATS
4. RAW FRUITS AND VEGETABLES EXCEPT THOSE LISTED IN ALLOWED LIST
5. FRIED FOODS

THIS IS THE GENERAL DIET YOU ARE TO ADAPT:

BREAKFAST

CANTALOUPE

OATMEAL

FRIED EGG

WHOLE WHEAT TOAST WITH JELLY

MILK

COFFEE

INFORMATION

LUNCH

CREAM OF MUSHROOM SOUP

TUNA SALAD SANDWICH

MOLDED PEAR SALAD

VANILLA PUDDING

MILK

COFFEE

DINNER

FRIED PERCH

BAKED POTATO

CARROTS

CABBAGE SALAD

ROLL AND MARGARINE

RASPBERRIES

MILK

COFFEE

JOB STEPS

1. COLLECT YOUR MATERIALS. READ THE MATERIAL CONTAINED IN THE INFORMATION SECTION.

2. LOOK AT THE BREAKFAST MEAL PLAN.

3. DRAW ARROWS FOR ITEMS WHICH WILL CARRY OVER FROM A REGULAR DIET.

EXAMPLE:

REGULAR DIET		SOFT FOOD DIET
CANTALOUPE	→	
OATMEAL	→	
FRIED EGG		
WHOLE WHEAT TOAST AND JELLY	→	
MILK	→	
COFFEE	→	

JOB STEPS

4. SUBSTITUTE FOODS FROM THE SOFT DIET FOR ITEMS NOT ALLOWED FROM REGULAR DIET. BE SURE THERE ARE NO FRUITS WITH SKIN OR SEEDS, WHOLE WHEAT CEREALS AND NO FRIED FOODS.

   EXAMPLE: FRIED EGG ⟶ POACHED EGG

5. LOOK AT THE REGULAR LUNCH MENU. REPEAT JOB STEP 3.

REGULAR DIET		SOFT FOOD DIET
CREAM OF MUSHROOM SOUP	⟶	

JOB STEPS

REGULAR DIET	SOFT FOOD DIET
TUNA SALAD SANDWICH	
MOLDED PEAR SALAD	→
VANILLA PUDDING	→
MILK	→
COFFEE	→

6. REPEAT JOB STEP 4 FOR THE LUNCH MENU.

7. BE SURE THERE ARE NO RAW VEGETABLES OR RAW FRUITS EXCEPT THOSE ALLOWED, NO COCONUT.

EXAMPLE:

TUNA SALAD → TUNA SALAD WITHOUT CELERY OR ONIONS, SALAD DRESSING AND SEASONINGS ONLY

JOB STEPS

8. LOOK AT THE REGULAR MENU. REPEAT JOB STEP 3.

EXAMPLE:

REGULAR DINNER		SOFT DINNER
FRIED PERCH		
BAKED POTATO	→	
CARROTS	→	
CABBAGE SALAD		
ROLL AND MARGARINE	→	
RASPBERRIES		

JOB STEPS

REGULAR DINNER		SOFT DINNER
MILK	→	
COFFEE		

9. REPEAT JOB STEP 4 FOR THE DINNER MENU.

EXAMPLE:

FRIED PERCH	→	BAKED PERCH
CABBAGE SALAD	→	CHOPPED LETTUCE AND TOMATOES
RASPBERRIES	→	APPLE PIE

10. EVALUATE SOFT MENU FOR COLOR, TEXTURE AND NUTRITIONAL ADEQUACY AS IN MODULE 4501 02 001 7.

dietetic assistant

unit: MENU PLANNING AND FOOD ORDERING

capital area career center

module: 4501 02 006 7 **date:** 6/77 **level:**

skill title: ADAPTING A MENU TO MEET THE PHYSICIAN'S ORDERS FOR A LOWFAT DIET

developed & written by: JEAN FRIEND R.D.

visuals by:

WORD GUIDE

LOW FAT DIET - TO PROVIDE A DIET FOLLOWING THE NORMAL DIETARY PATTERN WITH LIMITED FAT INTAKE THIS DIET IS FREQUENTLY USED IN THE DIETARY TREATMENT OF A GALL BLADDER. THIS DIET WILL PROVIDE 50 GRAMS OF FAT.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO ADAPT A MENU TO MEET A PHYSICIAN'S ORDER FOR A LOW FAT DIET.

IN ORDER TO DO THIS YOU WILL NEED:

GENERAL, SOFT, AND BLAND MENUS ON DAILY MENU WORKSHEET

PENCIL

UNIVERSITY OF MICHIGAN DIET MANUAL

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU INCLUDE THE PROPER FOODS FOR THE LOW FAT DIET.
2. YOU DO NOT USE TOO MANY FOODS SO THAT PREPARATION OF THESE FOODS WILL BECOME DIFFICULT.
3. YOU PLAN EACH MENU SO THAT IT IS ADEQUATE IN VARIETY, COLOR TEXTURE, FLAVOR, AND NUTRITION.

A TAPE OF THIS MODULE IS AVAILABLE.

WORD GUIDE

GALL BLADDER - A VESSEL ATTACHED TO THE LEVER WHICH RECEIVES BILE FROM THE HEPATIC DUCTS, CONCENTRATES IT AND DISCHARGES IT AFTER MEALS.

INFORMATION

A LOW FAT DIET IS FREQUENTLY PRESCRIBED FOR PATIENTS WITH GALL BLADDER PROBLEMS.

THIS DIET MEETS THE RECOMMENDED DIETARY ALLOWANCE FOR GOOD NUTRITION AS ESTABLISHED BY THE NATIONAL RESEARCH COUNCIL OF THE FOOD AND NUTRITION BOARD.

THIS DIET WILL CONTAIN ABOUT 50 GRAMS OF FAT. FURTHER REDUCTIONS MAY BE ORDERED BY THE PHYSICIAN.

CALORIES MAY BE INCREASED BY THE ADDITION OF BREAD, FRUITS, SWEETS, AND SKIM MILK.

2

INFORMATION

LOW FAT DIET

FOODS ALLOWED

BEVERAGES

BUTTERMILK FAT FREE
CARBONATED BEVERAGES
COFFEE - COFFEE SUBSTITUTES
MILK - SKIM

BREAD

WHOLE GRAIN ENRICHED OR RESTORED BREAD

CEREAL

CEREALS COOKED AND READY TO EAT

POTATO, POTATO SUBSTITUTES

INFORMATION

DESSERTS

ANGEL FOOD OR SPONGE CAKE (NO ICING)

COOKIES LOW FAT

GELATIN

PUDDINGS MADE WITH LOW FAT MILK

SHERBETS AND ICES

FATS

ANY KIND, 3 TEASPOONS PER DAY

FRUIT AND FRUIT JUICES

ANY KIND EXCEPT AVACADO & OLIVES

INFORMATION

MEAT AND SUBSTITUTES

COTTAGE CHEESE

EGG

FISH

FOWL (WITH OUT SKIN OR FAT)

MEAT (LEAN) BEEF, LAMB, LEVER, PORK, AND VEAL

SEASONINGS

ANY KIND

SOUPS

FAT FREE BROTHS & SOUP FROM ALLOWED FOOD

SWEETS

ANY KIND EXCEPT CHOCOLATE

INFORMATION

VEGETABLES

ANY KIND

FOODS TO AVOID

WHITE MILK & WHOLE MILK PRODUCTS

CHEDDAR CHEESE

QUICK BREAD, SWEET ROLLS

COMMERICAL CAKES, PIES, COOKIES, AND MIXES

ICE CREAM

AVACADO, OLIVE AND NUTS

HEAVILY MARBLED AND FATTY MEATS

SPARE RIBS, MUTTON, FRANK FURTERS, AND SAUSAGE

BACON, LUNCHEON MEATS, AND ORGAN MEATS,

DUCK AND GOOSE

FRIED FOODS, POTATO CHIPS, AND BUTTERED POPCORN

JOB STEPS

1. COLLECT YOUR MATERIALS. READ THE MATERIAL CONTAINED IN THE INFORMATION SECTION.

2. LOOK AT A BREAKFAST MENU.

3. ON THE BREAKFAST MENU, INDICATE ITEMS THAT CARRY OVER TO THE LOW FAT DIET. TAKE FOOD FROM THE GENERAL MENU AS MUCH AS POSSIBLE. WHEN THESE FOODS ARE NOT SUITABLE, USE FOODS FROM SOFT OR BLAND DIETS.

JOB STEPS

BREAKFAST MENU

REGULAR DIET	LOW FAT DIET
CANTALOUPE	SAME
OATMEAL	SAME
FRIED EGG	POACHED EGG (FROM SOFT AND BLAND)
TOAST & JELLY	SAME
MILK	SAME
COFFEE	SAME

4. SUBSTITUTE FOODS FROM THE LOW FAT DIET FOR THE ITEMS NOT ALLOWED FROM THE REGULAR OR SOFT DIET. BE SURE THERE IS NO FRIED FOODS OR WHOLE MILK.

EXAMPLE:

MILK ---- SKIM MILK

JOB STEPS

5. LOOK AT THE GENERAL LUNCH MENU. REPEAT JOB STEP 3 FOR THE LUNCH MENU.

LUNCH MENU

REGULAR DIET	LOW FAT DIET
CREAM OF MUSHROOM SOUP	
TUNA SALAD SANDWICH	
MOLDED PEAR SALAD	SAME
VANILLA PUDDING	
MILK	SAME
COFFEE	

THE CREAM OF MUSHROOM SOUP AND VANILLA PUDDING SHOULD BE MADE WITH SKIM MILK. THE TUNA SALAD SANDWICH CAN BE MADE WITH CELERY, ONIONS, AND ONE TEASPOON OF SALAD DRESSING. TUNA SHOULD BE PACKED IN WATER. SERVE ONLY SKIM MILK.

JOB STEPS

6. REPEAT JOB STEP 4 FOR THE LUNCH MENU.

7. LOOK AT THE DINNER MENU. REPEAT JOB STEP 3.

DINNER MENU

REGULAR DIET	LOW FAT DIET
FRIED PERCH	BAKED PERCH FROM SOFT
BAKED POTATO	SOME SOUR CREAM NO BUTTER

TURN PAGE →

JOB STEPS

DINNER MENU

REGULAR DIET	LOW FAT DIET
CARROTS	SAME
CUBBAGE SALAD	SOME BUT WITH VINEGAR DRESSING
ROLL WITH MARGARINE	SAME
RASPBERRIES	SAME
MILK	

8. REPEAT JOB STEP 4. MAKE SURE THE FISH IS COOKED WITH OUT EXTRA FAT. THE CABBAGE SALAD SHOULD JUST HAVE A VINEGAR DRESSING. THE MILK SHOULD BE SKIM AND VEGETABLES COOKED WITHOUT FAT.

9. EVALUATE THE LOW FAT MENU FOR COLOR, TEXTURE, FLAVOR, AND NUTRITIONAL ADEQUACY.

dietetic assistant

unit: MENU PLANNING AND FOOD ORDERING

capital area career center

module: 4501 02 007 7 date: 6/77 level:

skill title: ADAPTING A MENU TO MEET PHYSICIAN'S ORDERS FOR A LOW SATURATED FAT DIET

developed & written by: JEAN FRIEND R.D.

visuals by:

WORD GUIDE

LOW SATURATED FAT DIET OR

LOW CHOLESTEROL DIET - A DIET THAT REDUCES OR CONTROLS SERUM CHOLESTEROL VALUES WITHOUT CHANGING TOTAL CALORIES INTAKE. THIS DIET INCORPORATED CERTAIN DIETARY LIMITATIONS THAT ARE BELIEVED TO BE BENEFICIAL IN PREVENTING DISEASES OF THE HEART AND THE ARTERIES. IT CONTROLS THE AMOUNT AND KIND OF FAT USED AS WELL AS THE AMOUNT OF CHOLESTEROL TAKEN IN FOODS.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO ADAPT A MENU TO MEET A PHYSICIAN'S ORDER FOR A LOW SATURATED FAT DIET.

IN ORDER TO DO THIS YOU WILL NEED:

GENERAL, SOFT, BLAND AND LOW FAT MENUS ON A DAILY WORK SHEET

PENCIL

UNIVERSITY OF MICHIGAN DIET MANUAL

WE WILL KNOW YOU CAN DO THIS WHEN:

1. YOU INCLUDE THE PROPER FOODS FOR THE LOW SATURATED FAT DIET.
2. YOU DO NOT USE TOO MANY ITEMS SO THAT FOOD PREPARATION WILL BECOME BURDENSOME.
3. YOU PLAN EACH MENU SO THAT IT IS ADEQUATE IN COLOR, VARIETY, TEXTURE, FLAVOR AND NUTRITION.

A TAPE OF THIS MODULE IS AVAILABLE.

WORD GUIDE

ARTERY - BLOOD VESSEL WHICH CARRIES BLOOD FROM THE HEART TO ANY PART OF THE BODY.

CHOLESTEROL - FAT-LIKE SUBSTANCE FOUND IN CERTAIN FOODS SUCH AS EGG YOLK, WHOLE MILK, FATTY MEATS; ALSO FOUND IN THE BLOOD.

INFORMATION

A LOW SATURATED FAT DIET IS FREQUENTLY ORDERED FOR PATIENTS WITH DISEASES OF THE HEART AND THE ARTERIES. IT IS ALSO FREQUENTLY ORDERED AS A PREVENTIVE MEASURE FOR PATIENTS WITH A FAMILY HISTORY OF HEART DISEASE.

THE LOW SATURATED FAT DIET (LOW CHOLESTEROL DIET) MUST BE ADEQUATE IN NUTRITION AND MEET THE RECOMMENDED DIETARY ALLOWANCES FOR GOOD NUTRITION AS SET UP BY THE NATIONAL RESEARCH COUNCIL.

INFORMATION

THE CHOLESTEROL CONTENT OF THE DIET MUST BE ABOUT 300 MILLIGRAMS PER DAY, OVER A PERIOD OF ONE WEEK.

FOODS ALLOWED

BEVERAGES

BUTTERMILK
CARBONATED BEVERAGES
COFFEE OR COFFEE SUBSTITUTE
FRUIT JUICES
MILK, SKIM
VEGETABLE JUICES

BREAD

WHITE, WHOLE WHEAT OR RYE
GRAHAM CRACKERS, SALTINES OR OYSTER CRAKERS
HOT BREADS MADE WITH ALLOWED FAT AND MILK
CEREAL, ANY KIND
ROLLS, PLAIN

INFORMATION

DESSERTS

ANGEL FOOD CAKE

FRUIT AND FRUIT ICES

FRUIT PIE WITH CRUST MADE WITH ALLOWED FAT

FRUIT WHIP MADE WITH EGG WHITES

TAPIOCA OR CORNSTARCH PUDDING MADE WITH EGG WHITES

GELATIN DESSERTS

MEAT OR SUBSTITUTES

MAKE A SELECTION FROM THIS LIST:

FISH, INCLUDING SHELLFISH

FOWL - WITHOUT SKIN. NO DUCK OR GOOSE

VEAL - ANY KIND

CHEESE - COTTAGE CHEESE

RICOTTA OR IMITATION PROCESS CHEESE

INFORMATION

LIMIT EGGS TO 3 WHOLE EGGS PER WEEK.
NOT TO HAVE MORE THAN ONE PER DAY.

BEEF LIMITED TO 6 OUNCES PER WEEK

FRUITS

ANY KIND EXCEPT AVOCADO AND OLIVES

FATS

USE THE FOLLOWING DAILY MINIMUM:

1 TABLESPOON DAILY OF CORN OIL, SAFFLOWER OIL OR MAYONNAISE

2 TABLESPOONS OF ANY MARGARINE WITH LIQUID CORN, SAFFLOWER OR SOYBEAN OIL LISTED AS THE FIRST INGREDIENT

INFORMATION

1 CHOICE DAILY FROM THE FOLLOWING LIST:

FRENCH DRESSING (1 TABLESPOON)

WALNUT OR PECAN HALVES (6)

ALMONDS (9)

FOODS TO AVOID

WHOLE MILK AND PRODUCTS

BREAD MADE WITH WHOLE MILK, EGG YOLK, LARD OR BUTTER

CAKES, INCLUDING MIXES EXCEPT ANGEL FOOD

COOKIES, ICE CREAM, ICE MILK OR SHERBET

WHIPPED CREAM

PIES MADE WITH INGREDIENTS NOT ALLOWED

PRODUCTS CONTAINING COCONUT OIL

COMMERCIALLY FRIED FOODS SUCH AS POTATO CHIPS, FRENCH FRIED POTATOES OR FRIED FISH

INFORMATION

FATTY MEATS, LUNCHEON MEATS; HOTDOGS, BACON, SUSAGE OR CANNED MEAT PRODUCTS

CHEESE EXCEPT THOSE LISTED

FROZEN AND PACKAGED DINNERS AND MOST CONVENIENCE FOODS UNLESS TYPE OF FAT IS LISTED

THE BOOKLET, DIETARY CONTROL OF CHOLESTEROL, BY FLEISHMANN MARGARINE, WILL BE HELPFUL IN PLANNING MENUS.

MATERIAL RELATED TO LOW CHOLESTEROL DIETS IS AVAILABLE FROM THE AMERICAN HEART ASSOCIATION.

JOB STEPS

1. COLLECT YOUR MATERIALS. READ THE MATERIAL IN THE INFORMATION SECTION

2. LOOK AT THE LOW FAT DIET BREAKFAST MENU.

3. INDICATE ITEMS WHICH WILL CARRY OVER FROM THE LOW FAT DIET TO THE LOW SATURATED FAT DIET. EXAMPLE:

LOW FAT	LOW SATURATED FAT
CANTALOUPE	SAME
OATMEAL	SAME
POACHED EGG	SAME
TOAST WITH MARGARINE AND JELLY	SAME
SKIM MILK	SAME

JOB STEPS

4. SUBSTITUTE FOODS FROM THE LOW SATURATED DIET FOR THE ITEMS NOT ALLOWED FROM THE LOW FAT DIET BE SURE THERE IS NO ANIMAL FAT, BUTTER, WHOLE MILK OR BACON. THE EGG IN THE EXAMPLE WAS ELIMINATED TO BE GIVEN ON ANOTHER DAY.

5. LOOK AT THE LOW FAT LUNCHEON MENU. REPEAT JOB STEPS 3 FOR THE LUNCHEON MENU. EXAMPLE:

LOW FAT	LOW SATURATED FAT
CREAM OF MUSHROOM SOUP	MADE WITH SKIM MILK
TUNA SALAD SANDWICH	MADE WITH 1 TABLESPOO OF MAYONNAISE
MOLDED PEAR SALAD	SAME
VANILLA PUDDING	MADE WITH SKIM MILK
SKIM MILK	SAME
COFFEE	SAME

JOB STEPS

6. REPEAT JOB STEP 4 IF NECESSARY. ALL ITEMS CAN BE USED WITH MINOR CHANGES IN THE LOW SATURATED FAT DIET. CHECK TO BE SURE THERE IS NO GRAVY, BUTTER, OR COMMERCIALLY BAKED PRODUCTS.

7. LOOK AT THE LOW FAT DINNER MENU. REPEAT JOB STEP 3.

LOW FAT	LOW SATURATED FAT
BAKED PERCH	SAME
BAKED POTATO	SAME
CARROTS	SAME
CABBAGE	SAME
ROLL WITH MARGARINE	SAME
RASPBERRIES	SAME
SKIM MILK	SAME
COFFEE	SAME

TURN PAGE →

JOB STEPS

8. REPEAT JOB STEP 4 IF NECESSARY. ALL ITEMS CAN BE USED, BUT 1 TABLESPOON OF CORN OIL SHOULD BE USED WITH THE VINEGAR FOR THE CABBAGE SALAD. EXTRA MARGARINE, 2 TEASPOONS, CAN BE USED FOR CARROTS AND POTATOES.

   CHECK TO BE SURE NO GRAVY, COMMERCIALLY BAKED PRODUCTS OR WHOLE MILK ARE USED.

9. EVALUATE OUR MENU AND YOU OWN FOR COLOR, TEXTURE, FLAVOR AND NUTRITIONAL ADEQUACY.

dietetic assistant

unit: MENU PLANNING AND FOOD ORDERING

capital area career center

module: 4501 02 008 7 **date:** 6/77 **level:**

skill title: ADAPTING A MENU TO MEET PHYSICIAN'S ORDER FOR A LIQUID DIET

developed & written by: JEAN FRIEND, R. D.

visuals by:

WORD GUIDE

LIQUID DIET - MODIFICATION OF REGULAR DIET. ALL FOOD WILL POUR AT BODY TEMPERATURE. IT IS PRESCRIBED FOR PATIENTS WHO CANNOT TOLERATE SOLID FOODS.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO ADAPT A MENU TO MEET PHYSICIAN'S ORDERS FOR A LIQUID DIET.

IN ORDER TO DO THIS YOU WILL NEED:

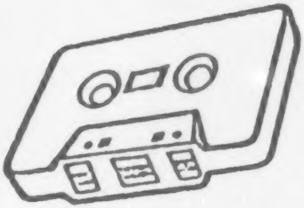
1. GENERAL, SOFT BLAND LOW FAT, LOW SATURATED FAT DIETS ON DAILY MENU WORKSHEET

2. PENCIL

3. UNIVERSITY OF MICHIGAN DIET MANUAL

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU INCLUDE THE PROPER FOODS FOR THE LIQUID DIET.
2. YOU USE THE PROPER AMOUNT OF FOODS SO THAT PREPARATION OF THE MENUS WILL NOT BECOME BURDENSOME.
3. YOU WRITE UP A MENU THAT HAS VARIETY IN COLOR, FLAVOR, AND NUTRITION.



A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

LIQUID DIETS ARE FREQUENTLY PRESCRIBED FOR PATIENTS WHO CANNOT TOLERATE SOLID FOOD.

I. DAILY FOOD PLAN

A. MILK GROUP - 1 1/2 QT. FLUID WHOLE MILK

B. MEAT GROUP - 2 OZ. FINELY HOMOGENIZED MEAT OR EGGNOG

C. VEGETABLE AND FRUIT GROUP - 3 SERVINGS INCLUDING A CITRUS JUICE

D. CEREAL, POTATO GROUP - ONE OR MORE SERVINGS ENRICHED, REFINED CEREAL OR STRAINED POTATO

E. FATS AND SWEETS:

$$\left.\begin{array}{l}\text{3 TEASPOONS OF SUGAR}\\ \text{5 TEASPOONS OF FAT}\end{array}\right\}\ \text{FOR CALORIES}$$

THE FOODS LISTED ABOVE ARE ADEQUATELY NUTRITIOUS.

INFORMATION

II. FOODS ALLOWED

A. BEVERAGES - ANY KIND

B. CEREAL - COOKED REFINED

C. DESSERTS - CUSTARD, GELATIN - CLEAR, ICE CREAM - PLAIN, SHERBET, PUDDING - CORN STARCH OR TAPIOCA, RENNET DESSERT

D. SEASONINGS - FLAVORING IN MODERATION, PEPPER, SALT

E. SOUP - ANY KIND, STRAINED

F. SWEETS - HONEY, JELLY, SUGAR, SYRUP

G. FATS - BUTTER OR MARGARINE, CREAM

H. FRUITS - JUICE, ANY

I. MEAT SUBSTITUTE - FINELY HOMOGENIZED MEAT IN BROTH ONLY. ONLY USE COMMERCIALLY PREPARED EGGNOG (IT IS AGAINST THE HEALTH CODE TO USE RAW EGGS IN AN INSTITUTION).

J. NUTS - NONE

K. POTATO AND VEGETABLES - STRAINED IN CREAM SOUP ONLY

INFORMATION

III. AVOID ALL OTHER FOODS NOT MENTIONED.

THE FOLLOWING ARE EXAMPLES OF A LIQUID BREAKFAST, LUNCH, AND DINNER MENU:

BREAKFAST MENU PATTERN SHOULD CONSIST OF REFINED CEREAL, JUICE, MILK, COFFEE OR TEA.

BREAKFAST

LIQUID

ORANGE JUICE FROM BLAND DIET
OATMEAL FROM REGULAR DIET
MILK FROM REGULAR DIET
COFFEE FROM REGULAR DIET

THE LIQUID LUNCH AND DINNER SHOULD CONSIST OF CREAM SOUP, JUICE DESSERT, A HIGH PROTEIN DRINK, MILK, COFFEE.

INFORMATION

LUNCH

STRAINED CREAM OF MUSHROOM SOUP
APPLE JUICE
VANILLA PUDDING
MILK
COFFEE

DINNER

STRAINED CREAM OR POTATO SOUP
TOMATO JUICE
PLAIN GELATIN
EGGNOG

JOB STEPS

1. COLLECT ALL MATERIALS.

2. READ AND LEARN ALL THE INFORMATION LISTED IN THE INFORMATION SECTION OF THIS MODULE.

3. SELECT ANY LIQUID FOOD FROM ANY OF THE DAILY MENU WORKSHEETS AND WRITE THEM ON THE LIQUID MENU.

4. LOOK AT THE LUNCH AND DINNER MENU. THEN, SELECT ANY LIQUID FOODS FOR THE LIQUID MENU.

5. EVALUATE MENU FOR COLOR, FLAVOR AND NUTRITIONAL ADEQUACY.

6. ADD ANY EXTRA CALORIES BY SERVING MALTED MILKS, MILK SHAKES, AND OTHER HIGH CALORIC DESSERTS BETWEEN MEALS.

dietetic assistant

unit: MENU PLANNING AND FOOD ORDERING

capital area career center

module: 4501 02 009 7 date: 6/77 level:

skill title: ADAPTING A MENU TO MEET PHYSICIAN'S ORDERS FOR DIABETIC AND A LOW CALORIE DIET

developed & written by: JEAN FRIEND R.D.

visuals by:

WORD GUIDE

DIABETIC DIET - DIET RESTRICTED IN CONCENTRATED SWEETS AND CALORIES OF PERSONS WITH DIATETIES.

DIABETES - A DISEASE WHICH REDUCES THE PANCREAS' ABILITY TO PRODUCE INSULIN.

PANCREAS - GLAND WHICH SECRETES INSULIN. LOCATED NEAR THE STOMACH.

INSULIN - AN EXTRACT OBTAINED FROM THE PANCREAS. CAUSES A REDUCTION OF SUGAR IN THE BLOOD AND THE URINE.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO ADAPT A MENU TO MEET PHYSICIAN'S ORDERS FOR DIABETIC AND LOW CALORIE DIETS.

AND IN ORDER TO DO THIS YOU WILL NEED:

GENERAL, SOFT BLAND, LOW FAT, LOW SATURATED FAT AND LIQUID

PENCIL

UNIVERSITY OF MICHIGAN DIET MANUAL

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU INCLUDE THE PROPER FOODS FOR THE DIABETIC AND LOW CALORIE DIETS.
2. YOU USE THE PROPER AMOUNT OF FOODS SO THAT THE PREPARATION OF THESE MENUS WILL NOT BECOME BURDENSOME.
3. YOU ADEQUATELY PREPARE EACH MENU SO THAT THE FOOD VARIES IN VARIETY, COLOR, TEXTURE, FLAVOR AND NUTRITION.

A TAPE OF THIS MODULE IS AVAILABLE.

WORD GUIDE

DIABETIC DIET - DIET RESTRICTED IN CONCENTRATED SWEETS AND CALORIES OF PERSONS WITH DIABETES.

INFORMATION

IT IS IMPORTANT TO KNOW HOW TO ADAPT A CALORIE RESTRICTED OR DIABETIC DIET FOR A GENERAL DIET, BECAUSE IT IS FREQUENTLY ORDERED FOR PATIENTS WITH DIABETES OR WITH WEIGHT PROBLEMS.

THE DIABETIC AND LOW CALORIE DIET MEETS THE RECOMMENDED DIETARY ALLOWANCE. IF THE INTAKE IS UNDER 1200 CALORIES, YOU SHOULD ADD A VITAMIN AND MINERAL SUPPLEMENT.

USE THE DIET MANUAL TO DETERMINE THE AMOUNT OF EXCHANGE NEEDED FOR EACH CALORIE LEVEL.

INFORMATION

DIABETIC DIET

HURON MEMORIAL HOSPITAL DIET MANUAL

BAD AXE, MICHIGAN

USE: THIS DIET IS PRESCRIBED FOR DIET CONTROL IN DIABETES.

ADEQUACY: A DIABETIC DIET CONTAINING 1200 CALORIES OR MORE CAN BE PLANNED TO MEET THE NUTRITIONAL NEEDS OF THE AVERAGE ADULT EXCEPT FOR IRON.

DIET PRINCIPLES:

1. THE DIABETIC DIET IS PRESCRIBED FOR EACH INDIVIDUAL, TAKING INTO ACCOUNT THE SEVERITY OF HIS/HER DISEASE; THE AMOUNT OF EXERCISE HE/SHE PERFORMS; THE TYPE OF INSULIN THERAPY HE/SHE RECEIVES, AND THE CALORIE CONTENT WHICH WILL MAINTAIN THE DESIRED WEIGHT.

INFORMATION

2. DIABETIC DIETS ARE CALCULATED TO CONTAIN 40 PERCENT CARBOHYDRATE, 20 PERCENT PROTEIN, AND 40 PERCENT FAT. DIABETIC DIETS ARE SERVED IN THREE MEALS, CONTAINING EQUAL AMOUNT OF CARBOYHDRATE, UNLESS OTHERWISE ORDERED.

3. THE EXCHANGE DIET. THE DIABETIC DIET IS BASED ON THE GROUPING OF FOODS INTO SIX FOOD GROUPS CALLED EXCHAGE LISTS.

   THE SIX LISTS ARE: MILK, VEGETABLES, FRUIT, BREAD, MEAT AND FAT. FOODS WITHIN EACH LIST HAVE SIMILAR VALUES AND MAY BE SUBSTITUTED OR EXCHANGED FOR OTHER FOODS IN THE SAME LIST. FOODS IN DIFFERENT LISTS ARE NOT OF EQUAL VALUE AND CANNOT BE EXCHANGED.

INFORMATION

4. THE DIABETIC DIET IS CALCULATED TO CONTAIN A DEFINITE NUMBER OF EXCHANGES INDICATED.

5. MOST FOODS ON THE DIABETIC DIET HAVE TO BE MEASURED OR WEIGHED. FOODS EATEN COOKED ARE MEASURED OR WEIGHTED AFTER COOKING. FOOD SHOULD NOT BE FRIED UNLESS FAT EXCHANGES ARE USED.

6. SPECIAL FOODS (DIETETIC) ARE NOT NECESSARY FOR THE DIABETIC PATIENT, EXCEPT FOR DIETETIC FRUITS IF FRESH FRUITS ARE NOT PREFERRED. DIETETIC FOODS ARE EXPENSIVE, AND THE LABELS ARE OFTEN DIFFICULT TO UNDERSTAND.

INFORMATION

CALORIE RESTRICTED DIETS

HURON MEMORIAL HOSPITAL DIET MANUAL

BAD AXE, MICHIGAN

USE: THE CALORIE RESTRICTED DIETS ARE PRESCRIBED FOR WEIGHT REDUCTION AND AS A BASIS FOR WEIGHT CONTROL.

ADEQUACY: A CALORIE RESTRICTED DIET CONTAINING 1200 CALORIES OR MORE CAN BE PLANNED TO MEET THE NUTRITIONAL NEEDS OF THE AVERAGE ADULT EXCEPT FOR IRON.

DIET PRINCIPLES:

1. A CALORIE RESTRICTED DIET SHOULD BE PLANNED TO PERMIT AN INDIVIDUAL TO LOSE WEIGHT AND STILL MAINTAIN HEALTH. THIS REQUIRES AN ADEQUATE INTAKE OF PROTEIN, MINERALS, AND VITAMINS.

INFORMATION

2. IN ADDITION TO PRODUCING WEIGHT LOSS AND PROVIDING ADEQUATE NUTRIENTS. THE CALORIE RESTRICTED DIET SHOULD RETRAIN FAULTY EATING HABITS WHICH CAUSED EXTRA WEIGHT.

3. CALCULATED DIET PLANS FOR WEIGHT REDUCTION ARE INCLUDED IN THE SECTION FOR DIABETIC DIETS.

JOB STEPS

1. COLLECT ALL MATERIALS.

2. REVIEW ALL INFORMATION AND START TO MEMORIZE EXCHANGE LISTS.

3. MAKE UP A GENERAL, SOFT BLAND, LOW FAT, LOW SATURATED FAT, LIQUID DIET MENU FOR BREAKFAST, LUNCH AND DINNER.

4. ADAPT YOUR MENU TO THE NEEDS OF A DIABETIC. ALL ITEMS CAN BE CARRIED OVER. PAY MORE ATTENTION TO PORTION SIZE. DO NOT ADD SUGAR OR CONCENTRATED SWEETS SUCH AS JELLY. AVOID FRIED FOODS.

5. LOOK AT THE LUNCH MENU. DECIDE ON APPROPRIATE FOOD SUBSTITUTES. AVOID GRAVY, EXTRA BUTTER, SALAD DRESSINGS AND RICH DESSERTS.

TURN PAGE →

JOB STEPS

6. LOOK AT DINNER MENU. SEE IF YOU NEED SUBSTITUTE FOODS SUCH AS LOWER CALORIE ITEMS. AVOID FRIED FOODS, GRAVY AND RICH DESSERTS.

7. EVALUATE THE MENU FOR COLOR, FLAVOR, TEXTURE AND NUTRITIONAL ADEQUACY. BE SURE THERE ARE FOODS FROM THE SIX EXCHANGE LISTS.

dietetic assistant

unit: MENU PLANNING AND FOOD ORDERING

capital area career center

module: 4501 02 010 7 **date:** 12/77 **level:**

skill title: ADAPTING A MENU TO MEET PHYSICIAN'S ORDERS FOR A LOW SODIUM DIET

developed & written by:

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO ADAPT A MENU TO MEET PHYSICIAN'S ORDERS FOR A LOW SODIUM DIET.

AND IN ORDER TO DO THIS YOU WILL NEED:

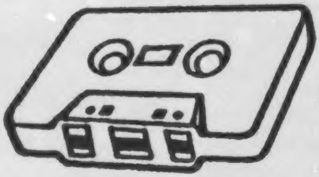
GENERAL, SOFT, BLAND, LOW-FAT, LOW-SATURATED FAT, LIQUID, DIABETIC-LOW CALORIE MENUS ON DAILY MENU WORKSHEET

PENCIL

UNIVERSITY OF MICHIGAN DIET MANUAL

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU INCLUDE THE PROPER FOODS FOR THE LOW SODIUM DIET.
2. YOU DO NOT USE SO MANY FOODS THAT PREPARING THESE MENUS BECOMES TO DIFFICULT.
3. YOU ADAPT A MENU THAT IS ADEQUATE IN VARIETY, COLOR, TEXTURE, FLAVOR AND NUTRITION.



A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

1 MILLIEQUIVALENT (MEQ.) SODIUM = 23 MILLIGRAMS (MG.) SODIUM. READ THE FOLLOWING MATERIAL ON LOW SODIUM DIETS:

UNIVERSITY OF MICHIGAN DIET MANUAL, PAGES 75-108

USE PAGE 93-108 FOR FOODS TO BE ALLOWED ON THE MENU. THE MAJORITY OF SODIUM RESTRICTED DIETS WILL BE AT THIS LEVEL (40MEG.) 920 MG.

ROBINSON, BASIC NUTRITION AND DIET THERAPY, PAGES 259-267.

THE FOLLOWING PAMPHLETS WILL BE HELPFUL WHEN PLANNING A LOW SODIUM MENU:

AMERICAN HEART ASSOCIATION, "YOUR 1000 MG. SODIUM DIET"

FLEISCHMANN'S, "LOW SODIUM DIETS CAN BE DELICIOUS"

JOB STEPS

1. COLLECT YOUR MATERIALS. BE SURE YOU HAVE READ THE MATERIALS REFERRED TO ON PAGE 4 OF THIS MODULE.

2. LOOK AT BREAKFAST ON THE MENU.

3. DRAW ARROWS FOR ITEMS WHICH WILL CARRY OVER TO THE LOW SODIUM DIET.

4. DECIDE ON SUBSTITUTIONS. MANY ITEMS NEED TO BE SPECIALLY PREPARED OR SPECIALLY PURCHASED TO MEET THE DIET REQUIREMENTS. INDICATE THIS BY WRITING BEFORE THE ARROW OR THE SUBSTITUTIONS.

5. LOOK AT LUNCH AND DINNER. REPEAT JOB STEPS 3 AND 4 TO COMPLETE THE LOW SODIUM MENU.

JOB STEPS

6. EVALUATE THE LOW SODIUM MENU FOR COLOR, TEXTURE, FLAVOR AND NUTRITIONAL ADEQUACY.

7. SHOW YOUR MENU TO YOUR INSTRUCTOR.

dietetic assistant

unit: MENU PLANNING AND FOOD ORDERING

capital area career center

module: 4501 02 020 7 date: 3/77 level: I

skill title: RECEIVING FOOD SUPPLIES

developed & written by: ELEANOR TRITHART AND MARY NOEL

visuals by:

WORD GUIDE

PERISHABLE - FOODS WHICH SPOIL IF NOT IN REFRIGERATOR.

PURCHASE ORDER - WRITTEN RECORD OF ITEMS ORDERED BY PHONE OR MAIL.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO RECEIVE DELIVERY OF PERISHABLE, FROZEN AND CANNED FOOD SUPPLIES.

AND IN ORDER TO DO THIS YOU WILL NEED:

SEPARATE PURCHASE ORDERS FOR PERISHABLE, FROZEN AND CANNED FOODS.

FOOD SUPPLIES, JUST DELIVERED

PENCIL WITH ERASER

WORD GUIDE

DELIVERY SLIP - WRITTEN RECORD OF ITEMS DELIVERED BY FOOD COMPANY.

. . . YOU WILL NEED

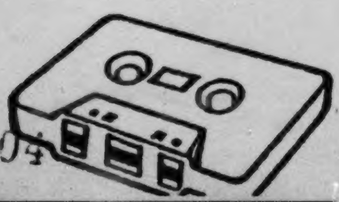
DELIVERY PERSON WITH DELIVERY SLIPS

SCALE - WITH CAPACITY TO WEIGH AMOUNTS RECEIVED

A STOREROOM CART

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU CHECK IN ALL PERISHABLE, FROZEN AND CANNED FOODS AS LISTED ON THE PURCHASE ORDER WITHOUT MAKING ANY MISTAKES.
2. YOU SEND EACH TYPE OF FOOD TO THE RIGHT STORAGE AREA AFTER EACH IS CHECKED IN.



A TAPE OF THIS MODULE IS AVAILABLE

INFORMATION

FOOD SERVING MANUAL FOR HEALTH CARE INSTITUTIONS, 1972, AMERICAN HOSPITAL ASSOCIATION, PAGES 126-128.

FOOD SERVICE IN INSTITUTIONS, WEST, WOOD, HARGEN, SHEEGART, 1977, 5TH EDITION, PAGE 504.

JOB STEPS

RECEIVING PERISHABLE FOOD

1. ASK THE DELIVERY PERSON WHAT FOOD COMPANY HE/SHE REPRESENTS AND ASK FOR THE DELIVERY SLIP.

2. ASK THE DIETITIAN FOR THE RIGHT PURCHASE ORDER.

3. COMPARE THE FOOD SUPPLIES LISTED ON THE DELIVERY SLIP WITH THE FOOD SUPPLIES LISTED ON THE PURCHASE ORDER.

4. COUNT THE NUMBER OF BAGS, BOXES OR CRATES FOR EACH PERISHABLE ITEM.

5. ON THE PURCHASE ORDER, MARK THE NUMBER OF ITEMS WHICH ARE DELIVERED.

6. OPEN ONE OF THE BAGS OR BOXES TO SEE THAT NOTHING IS SPOILED. IF YES, CHECK THE OTHER BAGS AND BOXES, TO SEE IF ANYTHING ELSE IS SPOILED.

WORD GUIDE

PALLET - WOODEN OR METAL PLATFORM WITH SPACES BETWEEN THE BOARDS.

JOB STEPS

7. TELL THE DELIVERY PERSON TO TAKE BACK THE SPOILED FOOD. THEN, ON PURCHASE ORDER, SUBTRACT THE NUMBER OF SPOILED BOXES OR BAGS FROM THE NUMBER OF THAT ITEM.

8. CHECK PURCHASE ORDER TO SEE WHAT SPECIFIC ITEMS WEIGH. EXAMPLE; POTATOES, 100 LBS. IF ANY OF THE ITEMS NEED TO BE WEIGHED, WEIGH EACH ON THE SCALES.

9. MARK THE WEIGHT SHOWN ON THE SCALES BESIDE THE WEIGHT OF THAT ITEM ON THE PURCHASE ORDER.

10. PLACE ALL THE ITEMS ON A STOREROOM CART OR PALLET, TO SEND THEM TO THE REFRIGERATION AREA RIGHT AWAY.

JOB STEPS

RECEIVING PERISHABLE FOODS (CONT.)

11. SIGN YOUR NAME ON THE TOP COPY AND THE CARBON COPY OF THE DELIVERY SLIP. THEN, GIVE THE TOP COPY TO THE DELIVERY PERSON.

12. GIVE THE SIGNED CARBON COPY AND THE PURCHASE ORDER TO THE DIETITIAN.

JOB STEPS

RECEIVING FROZEN FOOD

1. ASK THE DELIVERY PERSON WHAT FOOD COMPANY HE/SHE REPRESENTS AND ASK FOR THE DELIVERY SLIP.

2. GET PURCHASE ORDER FROM THE DIETITIAN.

3. COMPARE THE FROZEN FOOD SUPPLIES LISTED ON THE DELIVERY SLIP WITH THE FOOD SUPPLIES LISTED ON THE PURCHASE ORDER.

4. COUNT AND MARK THE NUMBER OF BOXES OF EACH FROZEN ITEM LISTED ON THE PURCHASE ORDER. IS IT THE SAME NUMBER LISTED ON THE PURCHASE ORDER?

5. OPEN ONE OF THE BOXES TO SEE IF THE FOOD IS THAWED OR SPOILED. IF ANYTHING IS THAWED OR SPOILED, CHECK THE OTHER BOXES TO SEE IF ANYTHING ELSE IS THAWED OR SPOILED.

TURN PAGE →

JOB STEPS

6. SUBTRACT THE NUMBER OF SPOILED OR THAWED BOXES FROM THAT ITEM ON THE PURCHASE ORDER.

7. CHECK THE PURCHASE ORDER TO SEE THE SPECIFIC WEIGHT FOR ANY ITEMS. EXAMPLE: HAMBURGER, 50 POUNDS. IF ANY ITEM NEEDS TO BE WEIGHED, WEIGH IT ON THE SCALES.

8. MARK THE WEIGHT SHOWN ON THE SCALES BESIDE THE WEIGHT OF THAT ITEM ON THE PURCHASE ORDER.

9. PLACE ALL THE ITEMS ON A STOREROOM CART OR PALLET TO GO TO THE FREEZERS RIGHT AWAY.

10. SIGN YOUR NAME ON THE TOP COPY AND THE CARBON COPY OF THE DELIVERY SLIP THEN, GIVE THE TOP COPY TO THE DELIVERY PERSON.

11. GIVE THE SIGNED CARBON COPY AND THE PURCHASE ORDER TO THE DIETITIAN.

dietetic assistant

unit: MENU PLANNING AND FOOD ORDERING

capital area career center

module: 4501 02 021 7 date: 3/77 level:

skill title: STORING FOODS (DRY)

developed & written by: ELEANOR TRITHART AND MARY NOEL

visuals by:

WORD GUIDE

THERMOMETER - A PIECE OF EQUIPMENT TO MEASURE TEMPERATURE.

DRY STORAGE ROOM - ANY STOREROOM WHICH IS NOT REFRIGERATED.

PALLET - A WOODEN OR METAL PLATFORM WITH SPACES BETWEEN THE BOARDS.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO STORE DRY FOODS.

AND IN ORDER TO DO THIS YOU WILL NEED:

STOREROOM WITH SHELVES AND PALLETS

THERMOMETER

PENCIL WITH ERASER

CLIPBOARD

CHECKSHEET ON DRY FOOD STORAGE

YARDSTICK OR TAPE MEASURE

WE WILL KNOW YOU CAN DO IT WHEN:

YOU CAN CORRECTLY COMPLETE THE CHECKLIST FOR DRY FOOD STORAGE.

A TAPE OF THIS MODULE IS AVAILABLE

WORD GUIDE

STOCK - ANOTHER WORD FO
SUPPLIES.

INFORMATION

DIRECTIONS:

IN ORDER TO STORE DRY FOODS, YOU MUST KNOW THE FOLLOWING INFORMATION:

1. RIGHT FOOD TEMPERATURE FOR STORAGE.
2. CORRECT STORAGE OF DIFFERENT TYPES OF STOCK.
3. RULES FOR CLEAN STORAGE.
4. RULES FOR PUTTING AWAY STOCK.

TEMPERATURE IN THE DRY STORAGE ROOM

1. THE TEMPERATURE SHOULD BE FROM 40°F. TO 70° F.

INFORMATION

2. THE TEMPERATURE SHOULD BE THE SAME, OR NEARLY THE SAME, IN DIFFERENT AREAS OF THE STOREROOM.

3. IT IS IMPORTANT TO KEEP THE AIR FRESH AND CIRCULATING IN THE STOREROOM. KEEP A FAN ON A SHELF IN THE STOREROOM. A FAN WILL HELP TO KEEP THE TEMPERATURE THE SAME IN ALL AREAS OF THE STOREROOM.

STORAGE OF DIFFERENT TYPES OF STOCK

1. THREE DIFFERENT TYPES OF STOCK CAN BE FOUND IN THE DRY STORAGE AREA. THEY ARE:

   A. PAPER GOODS - SUCH AS NAPKINS OR DRINKING CUPS.

INFORMATION

B. CLEANING SUPPLIES - SUCH AS DIFFERENT TYPES OF SOAP.

C. FOOD SUPPLIES.

2. THE HEALTH DEPARTMENT REQUIRES THAT EACH TYPE OF STOCK BE STORED SEPARATELY OR, BY ITSELF, AWAY FROM THE OTHER DRY STORAGE TYPES.

ALL PAPER GOODS MUST BE STORED BY THEMSELVES IN A SEPARATE PART OF THE STOREROOM.

ALL CLEANING SUPPLIES MUST BE STORED SEPARATELY IN A CAGE, IN A SEPARATE PART OF THE STOREROOM OR EVEN IN A SPECIAL STOREROOM.

ALL FOOD SUPPLIES MUST BE STORED BY THEMSELVES IN A SEPARATE PART OF THE STOREROOM.

INFORMATION

RULES FOR CLEAN STORAGE

1. IT IS VERY IMPORTANT TO KEEP A STOREROOM CLEAN, SO THAT DIRT, BUGS, MICE, OR RATS ARE NOT FOUND THERE. THERE SHOULD BE A PLACE NEAR THE STOREROOM TO GET WATER FOR WASHING YOUR HANDS AND CLEANING THE STOREROOM.

2. STOREROOMS FOR DRY STOCK MUST BE KEPT DRY. ALWAYS LOOK TO SEE THAT PIPES IN THE CEILING OR ON THE WALLS ARE NOT DRIPPING WATER.

3. ALL DRY STORAGE SUPPLIES MUST BE PLACED OR STACKED ON SHELVES OR RACKS. THE BOTTOM SHELF OR RACK MUST BE AT LEAST 10 INCHES FROM THE FLOOR.

4. A TOP OF THE PALLET SHOULD BE SIX INCHES FROM THE FLOOR.

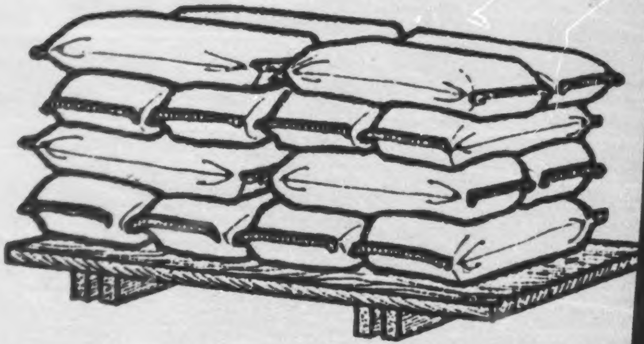
INFORMATION

5. SHELVES SHOULD BE TWO INCHES FROM THE WALL IN ORDER FOR AIR TO EASILY CIRCULATE IN THE STOREROOM.
6. IN DRY STORAGE AREA, FLOORS SHOULD BE MADE OF CONCRETE OR TILE. CONCRETE OR TILE FLOORS ARE EASY TO CLEAN.

RULES FOR PUTTING AWAY STOCK

1. BAGS OF FOOD, SUCH AS FLOUR AND SUGAR, SHOULD BE CROSS-STACKED ON PALLETS. CROSS-STACKING LETS THE AIR CIRCULATE. BY PUTTING THE BAGS ON THE PALLETS, THE BAGS REMAIN DRY AND OFF THE FLOOR.

AN EXAMPLE OF → CROSS-STACKED BAGS.



INFORMATION

2. ALL CANNED FOODS SHOULD BE PLACED ON SHELVES. THE LABELS ON THE CANS SHOULD BE TURNED TO THE FRONT, SO THEY ARE EASY TO READ. ALL CANS, OF THE SAME SIZE, SHOULD BE PLACED TOGETHER. DO NOT MIX BIG AND LITTLE CANS ON THE SAME SHELVES.

3. SOMETIMES, FRUIT IS STORED IN THE DRY STORAGE. USUALLY, THE FRUIT IS BANANAS. AVACADOS, DATES, FIGS, OR FRESH PINEAPPLES ARE SOMETIMES STORED IN THE DRY STORAGE AREA.

JOB STEPS

1. GET YOUR EQUIPMENT. THEN, GO TO THE STOREROOM. (YOUR INSTRUCTOR WILL TELL YOU WHAT AREA IS YOURS).

2. FILL OUT CHECKSHEET FOR DRY STORAGE. USE ANOTHER SHEET OF PAPER. DO NOT WRITE IN THE MODULE.

3. AFTER YOUR INSTRUCTOR CORRECTS YOUR CHECKSHEET, LOOK TO SEE IF YOU MARKED AN INCORRECT ANSWER. THEN, CORRECT ALL MISTAKES ON YOUR CHECKLIST.

DRY FOOD STORAGE CHECKLIST

DO NOT WRITE ON THIS SHEET

I. TEMPERATURES IN STOREROOM:

1. WHAT IS TEMPERATURE READING ON THERMOMETER? _______°F.
2. THE RIGHT TEMPERATURE SHOULD BE FROM _______°F. TO _______°F.
3. IS THE STOREROOM TEMPERATURE CORRECT? YES OR NO
4. IS THE TEMPERATURE THE SAME, OR NEARLY THE SAME, IN DIFFERENT AREAS OF THE STOREROOM? YES OR NO
5. IS THERE A FAN? YES OR NO
6. IS A FAN NEEDED TO KEEP THE TEMPERATURE THE SAME IN ALL AREAS OF THE STOREROOM? YES OR NO

II. STORAGE OF DIFFERENT TYPES OF STOCK:

1. IS THERE AN AREA ONLY FOR PAPER GOODS? YES OR NO

   IS AN AREA FOR PAPER GOODS REQUIRED BY THE HEALTH DEPARTMENT? YES OR NO
2. IS THERE AN AREA FOR ONLY CLEANING SUPPLIES? YES OR NO

   IS AN AREA FOR CLEANING SUPPLIES REQUIRED BY THE HEALTH DEPARTMENT? YES OR NO
3. IS THERE AN AREA FOR ONLY FOOD SUPPLIES? YES OR NO

   IS AN AREA FOR FOOD SUPPLIES REQUIRED BY THE HEALTH DEPARTMENT? YES OR NO

DRY FOOD STORAGE CHECKLIST CONT.

DO NOT WRITE ON THIS SHEET

4. WHAT AREA SHOULD BE IN A DRY STORAGE STOREROOM?

   A.________________________________

   B.________________________________

   C.________________________________

5. DO YOU SEE THREE AREAS IN YOUR DRY STORAGE ROOM? YES OR NO

III. CLEAN STORAGE RULES:

1. IS THERE A SINK CLOSE TO THE DRY STORAGE STOREROOM FOR WASHING YOUR HANDS? YES OR NO
2. IS THERE A PLACE TO GET WATER FOR CLEANING THE STOREROOM? YES OR NO
3. ARE THERE ANY PIPES THAT DRIP WATER? YES OR NO

DO NOT WRITE ON THIS SHEET

4. HOW FAR OFF THE FLOOR IS THE BOTTOM SHELF?______________________________

   HOW FAR SHOULD THE SHELF BE FROM THE FLOOR?______________________________

   IS THE SHELF THE RIGHT DISTANCE FROM THE FLOOR? YES OR NO

5. HOW FAR FROM THE FLOOR IS THE PALLET?______________________________

   HOW FAR SHOULD THE PALLET BE FROM THE FLOOR?______________________________

   IS THE PALLET THE RIGHT DISTANCE FROM THE FLOOR? YES OR NO

6. HOW FAR ARE THE SHELVES FROM THE WALLS?______________________________

   HOW FAR SHOULD THE SHELVES BE FROM THE WALL?______________________________

   ARE THE SHELVES THE RIGHT DISTANCE FROM THE WALL? YES OR NO

DRY FOOD STORAGE CHECKLIST CONT.

DO NOT WRITE ON THIS SHEET

7. IS THE FLOOR CONCRETE OR TILE?
YES OR NO
WHAT SHOULD BE THE FLOOR MATERIAL?

____

IV. RULES FOR PUTTING STOCK AWAY:

1. ARE THE BAGS OF FOOD (EXAMPLES FLOUR AND SUGAR) STACKED ON THE PALLETS? YES OR NO
2. DO THE BAGS OF FOOD LOOK LIKE THIS ILLUSTRATION?
IF THEY DO LOOK LIKE THE ILLUSTRATION, THEN THEY ARE CROSS-STACKED.
SHOULD THE BAGS OF FOOD BE CROSS-STACKED? YES OR NO
3. ARE CANNED FOODS ALL ON SHELVES?
YES OR NO

TURN PAGE →

DO NOT WRITE ON THIS SHEET

4. CAN YOU SEE THE LABELS CLEARLY ON ALL CANNED FOODS? YES OR NO
5. ARE CANNED FOODS, OF THE SAME SIZE, PLACED TOGETHER IN THE SAME SHELF AREA? YES OR NO
6. ARE THERE ANY FRUITS IN THE DRY STORAGE STOREROOM? YES OR NO
7. SHOULD THERE BE ANY FRUIT IN THE DRY STORAGE STOREROOM? YES OR NO
8. LIST THREE FRUITS THAT ARE RIGHT FOR THE DRY STORAGE STOREROOM.

A.______________________________

B.______________________________

C.______________________________

dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 003 7 **date:** 3/77 **level:** I

skill title: USING THE BLENDER

developed & written by: JEAN FRIEND, R.D.

visuals by:

WORD GUIDE

BLENDER - AN ELECTRIC APPLIANCE USED TO GRIND, GRATE, CHOP, CRUMB, AND PUREE'.

PUREE' - A FOOD ITEM THAT IS MADE ALMOST LIQUID LIKE BABY FOOD CONSISTENCY. THE MIXTURE IS UNIFORM.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO USE A BLENDER TO A PUREE' CONSISTENCY.

AND IN ORDER TO DO THIS YOU WILL NEED:

BLENDER
PEACHER
SMALL DISH
RUBBER SCRAPER

WE WILL KNOW YOU CAN DO IT WHEN:

YOU SAFELY ASSEMBLE THE BLENDER ACCORDING TO MANUAL'S SPECIFICATIONS.

YOU BLEND THE FOOD TO PUREE'D CONSISTENCY

A TAPE OF THIS MODULE IS AVAILABLE

WORD GUIDE

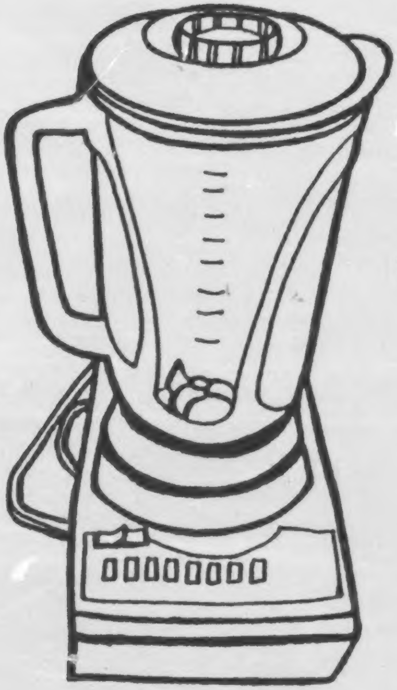
LIQUIFY - TO MAKE INTO A LIQUID.

INFORMATION

WHY DO WE USE A BLENDER IN A HEALTH CARE FACILITY?

BECAUSE MANY PATIENTS CANNOT SWALLOW EASILY, THEIR FOOD MUST BE NEARLY LIQUIFIED.

WE ALSO USE A BLENDER TO CHOP, GRATE, AND CRUMB.



WHY DO WE USE A BLENDER IN A HEALTH CARE FACILITY?

_____A. TO MAKE FOOD EASIER FOR PATIENTS TO SWALLOW.

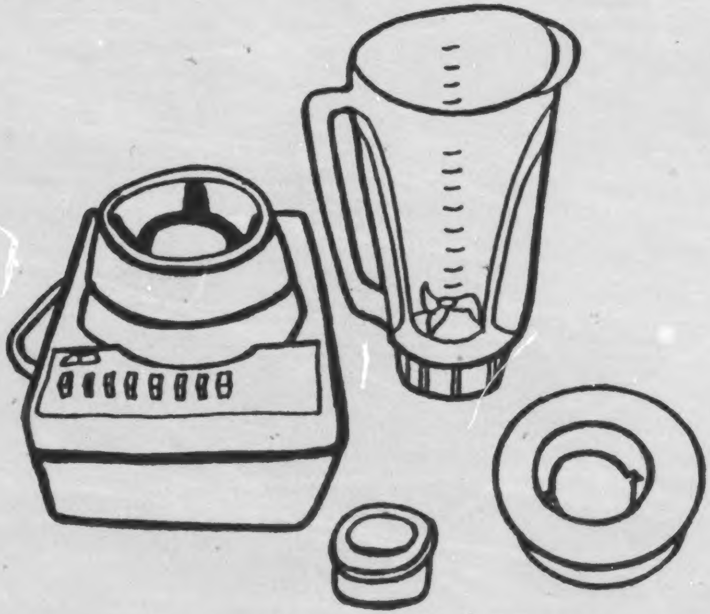
_____B. TO MAKE BREAD CRUMBS.

_____C. TO CHOP NUTS.

HAVE YOU CHECKED ALL THREE?

JOB STEPS

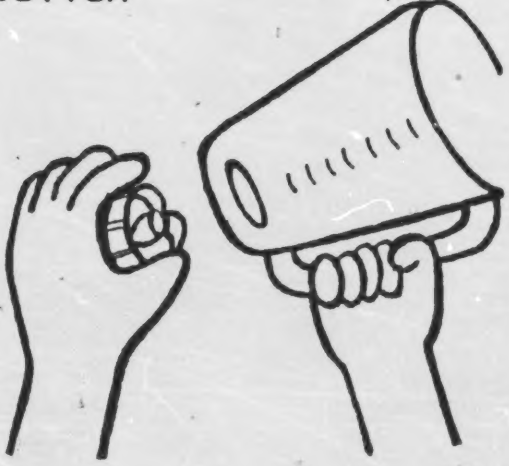
1. MAKE SURE ALL EQUIPMENT IS AVAILABLE.



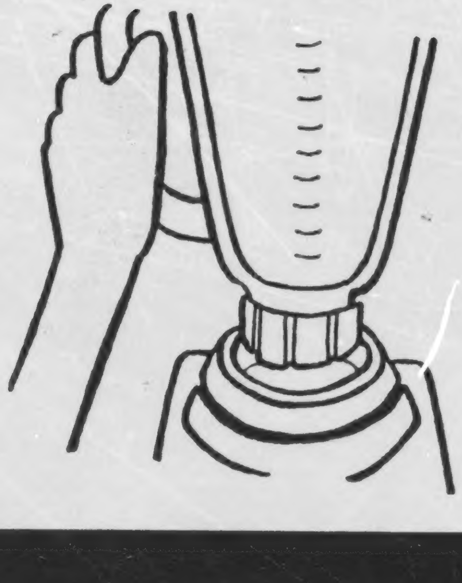
2. ASSEMBLE BLENDER. BLENDERS ARE DIFFERENT, SO IF YOURS IS DIFFERENT FROM THE ONE ILLUSTRATED, CHECK OPERATING MANUAL.

JOB STEPS

3. ASSEMBLE BLENDER BY PLACING BLADE INTO CAP - SCREW CAP INTO BOTTOM OF BLENDER CONTAINER - THEN IN BASE OF BLENDER.

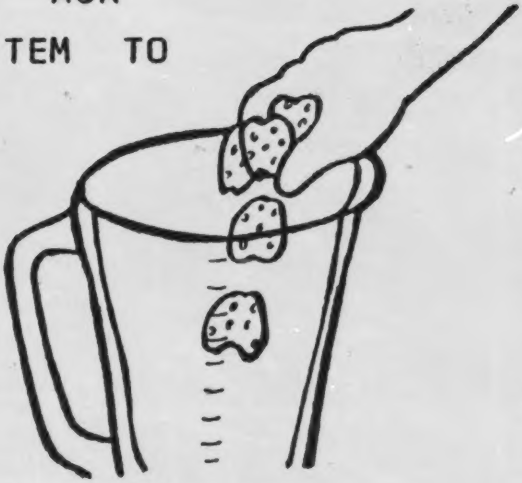


4. THEN, PUT BLENDER CONTAINER INTO BASE OF BLENDER.

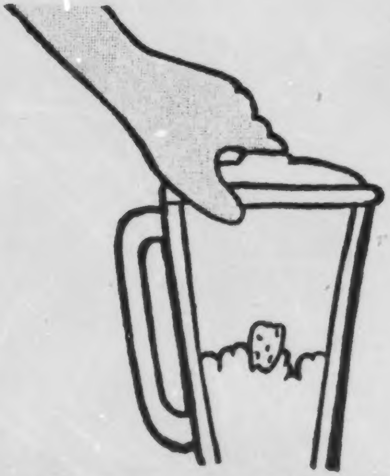


JOB STEPS

5. PLACE FOOD ITEM IN BLENDER. ASK YOUR INSTRUCTOR WHAT FOOD ITEM TO USE.



6. PLACE LID ON TOP. FASTEN SECURELY TO PREVENT SPLATTERS.

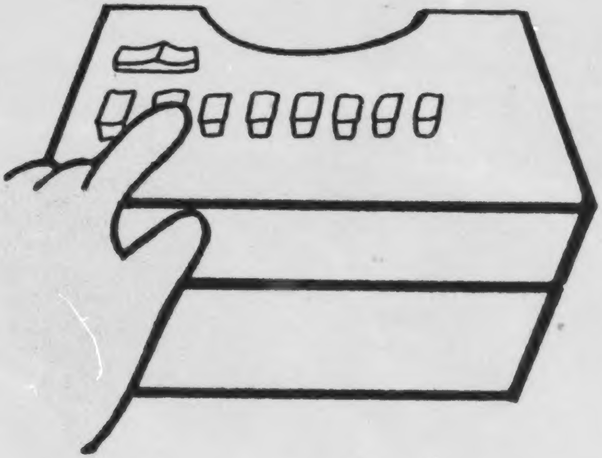


3-

JOB STEPS

7. PLUG CORD OF BLENDER INTO WALL SOCKET.

8. PUSH BUTTON TO DESIRED STARTING SPEED. START SLOWLY. AFTER 30 SECONDS, INCREASE SPEED.

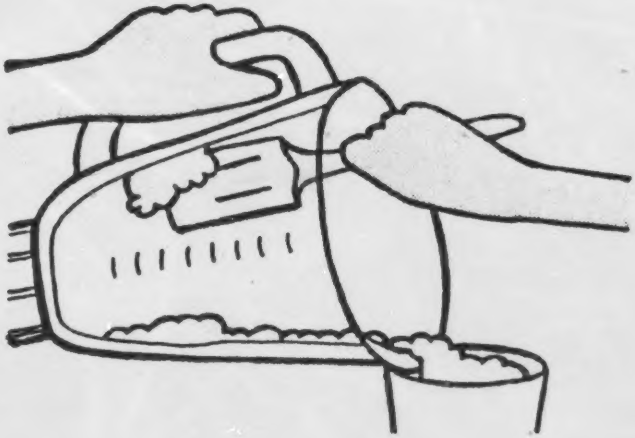


9. STOP BLENDER BY PUSHING "OFF" BUTTON.

JOB STEPS

10. AFTER THE BLADE HAS STOPPED, REMOVE LID. IF CONSISTENCY IS CORRECT, TAKE BLENDER OFF THE BASE AND POUR CONTENTS INTO A CUP.

11. USE A RUBBER SCRAPER TO SCRAPE OUT ANY REMAINING FOOD.



12. ASK YOUR INSTRUCTOR TO CHECK YOUR PUREE'D FOOD ITEM.

dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 011 7 date: 5/77 level: I

skill title: USING THE GAS RANGE

developed & written by: JEAN FRIEND R.D.

visuals by: SHERRI BAKER

WORD GUIDE

INSTITUTIONAL GAS RANGE - A LARGE STATIONARY STOVE, USUALLY HAVING ONE OR MORE OVENS AND OPENINGS AT THE TOP FOR HEATING VARIOUS ARTICLES AT ONCE. GAS IS THE MAJOR SOURCE OF FUEL FOR THE STOVE.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO USE THE GAS RANGE.

AND IN ORDER TO DO THIS YOU WILL NEED:

A GAS RANGE

A BOX OF FROZEN VEGETABLES (CHECK WITH INSTRUCTOR)

A CUP OF WATER

A PAN TO COOK IN

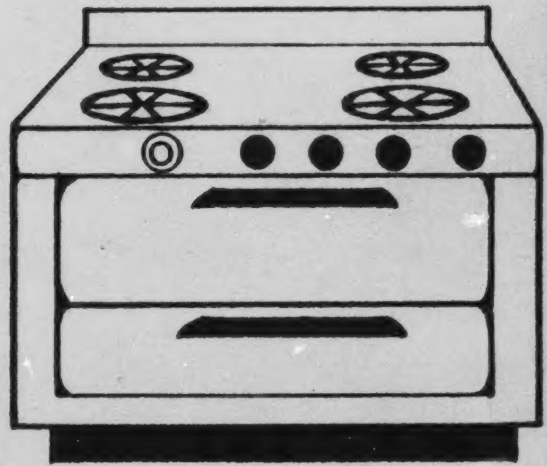
WE WILL KNOW THAT YOU CAN DO IT WHEN:

1. YOU TURN ON PROPER BURNER.
2. YOU CAN ADJUST THE BURNER CONTROLS FROM HIGH TO LOW.
3. YOU CAN OPERATE THE RANGE WITHOUT INJURING YOURSELF.

INFORMATION

WHY IS IT NECESSARY TO KNOW HOW TO SAFELY USE A GAS RANGE?

BECAUSE GAS RANGES ARE OFTEN USED IN A DIETARY DEPARTMENT. ALSO, GAS RANGES ARE DIFFICULT AND DANGEROUS TO USE, UNLESS ONE KNOWS THE PROPER WAY TO USE ONE.



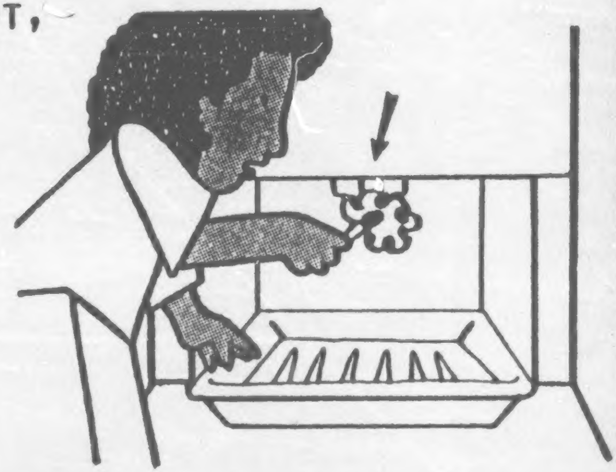
WORD GUIDE

PILOT LIGHT - A SMALL FLAME THAT BURNS CONTINUOUSLY WHICH TRIGGERS THE BURNER AND THE OVEN WHEN THE DIAL IS TURNED ON.

INFORMATION

WHY IS IT NECESSARY TO KNOW ABOUT A PILOT LIGHT?

IF THE PILOT LIGHT IS ON, MOST GAS RANGE TOPS WILL LIGHT AUTOMATICALLY. IF THE PILOT LIGHT IS OUT, LIGHT A MATCH AND HOLD IT OVER THE PILOT LIGHT OPENING.



INFORMATION

WHY DO WE NEED TO KNOW HOW TO USE A GAS RANGE?

A. BECAUSE A LOT OF DIETARY DEPARTMENTS HAVE GAS RANGES.

B. BECAUSE YOU CAN HAVE ACCIDENTS IF YOU DO NOT KNOW HOW TO USE A GAS RANGE.

C. GAS RANGES ARE GOOD TO USE WHEN OTHER POWER IS NOT AVAILABLE.

A, B, AND C ARE CORRECT.

JOB STEPS

1. COLLECT MATERIALS AND GO TO WORK AREA.

2. CHECK TO SEE IF THE PILOT LIGHT IS ON.

3. IDENTIFY THE CORRECT KNOB FOR EACH BURNER.

4. PLACE ONE CUP OF WATER IN A PAN.

5. TURN ON THE DESIRED BURNER TO HIGH.

6. PLACE THE PAN ON THE CORRECT BURNER.

WORD GUIDE

CONSISTENCY - FIRMNESS OF MATERIAL SUBSTANCE.

JOB STEPS

7. BRING THE WATER TO A BOIL.

8. ADD VEGETABLES TO THE WATER, BREAKING THEM UP WITH A FORK AS THEY COOK.

9. TURN DOWN BURNER TO LOW WHILE MIXTURE BOILS.

10. COOK TO DESIRED CONSISTENCY. VEGETABLES SHOULD STILL BE CRISP.

3-[illegible]

JOB STEPS

11. TURN OFF BURNER.

12. TAKE PAN OFF BURNER AND PLACE VEGETABLES IN SERVING BOWL.

13. WIPE OFF RANGE AND TAKE PAN TO POTS AND PAN AREA.

dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 012 7 **date:** 5/77 **level:** I

skill title: CLEANING THE RANGE (GAS)

developed & written by: JEAN FRIEND R. D.

visuals by: SHERRI BAKER

WORD GUIDE

DEGREASING SOLUTION - A SOLUTION WHICH IS VERY POWERFUL IN SETTING OFF GREASE FROM SURFACES.

SANITIZING SOLUTION - A SOLUTION CONTAINING A SANITIZING AGENT WHICH WILL RID AN AREA OF GERMS.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO CLEAN AND SANITIZE A RANGE.

AND IN ORDER TO DO THIS YOU WILL NEED:

DIRTY RANGE WITH THE BURNERS OFF

BRUSH

DEGREASING SOLUTION

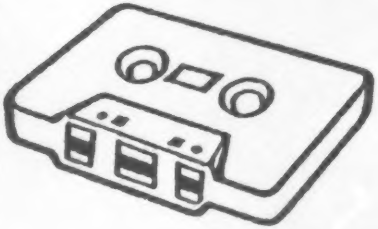
RUBBER GLOVES

SANITIZING SOLUTION

CLOTHS

WE WILL KNOW THAT YOU CAN DO IT WHEN:

1. YOU TURN OFF THE BURNERS.
2. YOU CLEAN SOIL, GERMS, AND FOOD PARTICLES FROM THE RANGE.



A TAPE OF THIS MODULE IS AVAILABLE

WORD GUIDE

GAS - USED AS THE POWER SOURCE.

INFORMATION

WHY DO WE CLEAN A GAS RANGE?

BECAUSE OLD FOOD WOULD BUILD UP AND CAUSE UNSANITARY CONDITIONS. THE RANGE SHOULD ALWAYS BE CLEAN FOR THE NEXT PERSON'S USE.

READ *SANITATION OF FOOD SERVICE ESTABLISHMENTS*, PAGE 25.

THEN, READ PAGES 214 - 215, IN THE *FOOD SERVICE MANUAL*.

INFORMATION

CHOOSE THE CORRECT ANSWER.

WHY DO WE CLEAN A GAS RANGE?

A. TO MAKE IT LOOK NICE.

B. TO MAKE IT FREE OF FOOD PARTICLES AND GERMS.

C. TO MAKE IT READY FOR THE NEXT USE.

BOTH B AND C ARE CORRECT.

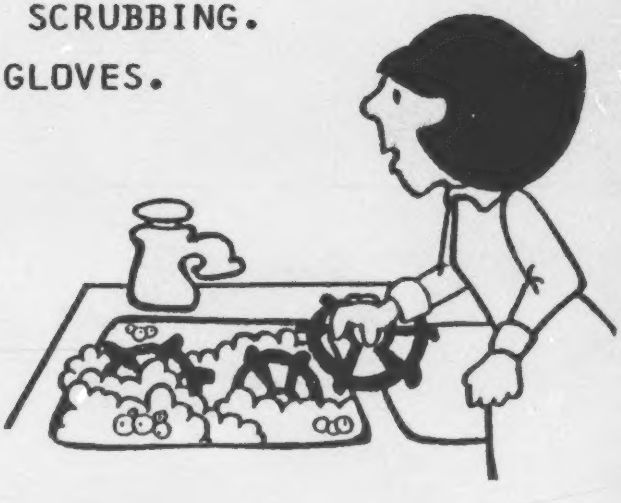
JOB STEPS

1. READ THE MATERIAL INDICATED IN INFORMATION SECTION.

2. COLLECT MATERIALS AND GO TO YOUR WORK AREA.

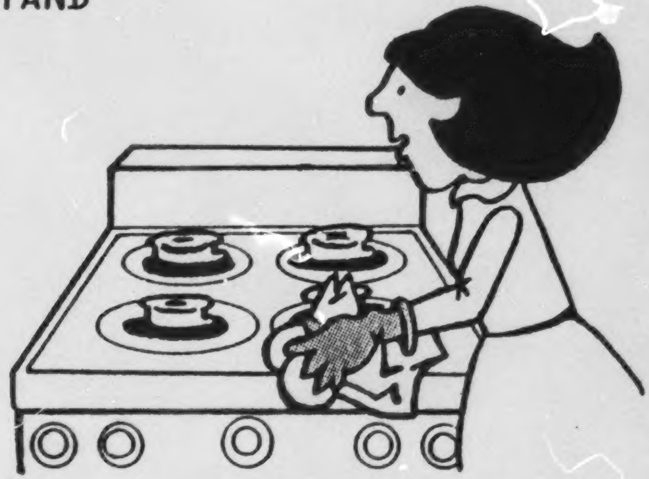
3. MAKE SURE THE RANGE IS COMPLETELY COOL.

4. PUT ALL REMOVABLE PARTS IN POT AND PAN SINK FOR SOAKING AND SCRUBBING.
   THEN, PUT ON RUBBER GLOVES.



JOB STEPS

5. DIP THE CLOTH INTO THE DEGREASING SOLUTION AND APPLY TO TOP AND SIDES OF RANGE. LET STAND FOR 20 MINUTES.



6. RINSE CLOTH IN CLEAR WATER. USING CLOTH, REMOVE DEGREASING SOLUTION.

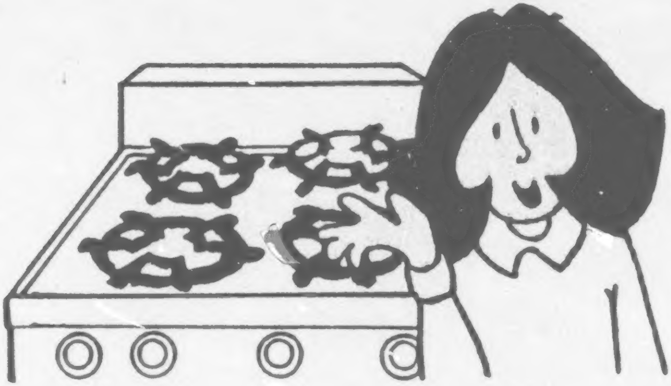
7. WHERE NECESSARY, USE BRUSH TO CLEAN SPOTS FROM TOP AND SIDES OF RANGE.

8. LET AIR DRY.

JOB STEPS

9. DIP CLOTH IN SANITIZING SOLUTION AND CLEAN ALL SURFACES.

10. LET AIR DRY. THEN, REASSEMBLE REMOVABLE PARTS.



dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 013 7 date: 5/77 level: I

skill title: USING THE OVEN (GAS)

developed & written by: JEAN FRIEND R.D.

visuals by:

WORD GUIDE

RACK - FOUND INSIDE OVEN. FOOD IS COOKED ON IT.

OVEN - A CHAMBER FOR BAKING, HEATING OR FOR DRYING WITH THE AID OF HEAT.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

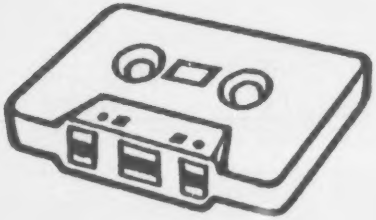
HOW TO USE THE OVEN.

AND IN ORDER TO DO THIS YOU WILL NEED:

AN OVEN

WE WILL KNOW YOU CAN DO THIS WHEN:

1. YOU PROPERLY ARRANGE OVEN RACKS.
2. YOU SAFELY OPERATE THE OVEN.
3. YOU COOK AT THE PROPER TEMPERATURE.
4. YOU CAN SPELL, PRONOUNCE, AND DEFINE ALL TECHNICAL WORDS LISTED IN THIS MODULE.



A TAPE OF THIS MODULE IS AVAILABLE

INFORMATION

WHY IS IT NECESSARY TO KNOW HOW TO USE AN OVEN?

A. IT IS NICE TO KNOW.

B. IT IS OFTEN USED FOR BAKING IN A DIETARY DEPARTMENT.

C. IT IS NECESSARY FOR ALL DIETETIC ASSISTANTS TO KNOW.

BOTH B AND C ARE CORRECT.

WORD GUIDE

PILOT LIGHT - A SMALL FLAME WHICH BURNS CONTINUOUSLY AND WHICH TRIGGERS THE BURNERS AND/OR OVEN WHEN THE DIAL IS TURNED ON.

JOB STEPS

1. GO TO WORK AREA AND CHOOSE AN OVEN.

2. CHECK TO SEE IF THE **PILOT LIGHT** IS ON.

3. ADJUST RACKS TO THE DESIRED HEIGHT.

4. TURN OVEN TO THE DESIRED TEMPERATURE.

WORD GUIDE

PREHEAT - TIME REQUIRED FOR OVEN TO HEAT TO DESIRED TEMPERATURES.

JOB STEPS

5. ALLOW OVEN TO PREHEAT FOR TWENTY MINUTES UNLESS YOU USE A NEWER MODEL STOVE.

6. IF YOU USE A NEWER MODEL, ASK YOUR INSTRUCTOR HOW TO PREHEAT OVEN.

7. YOU COOK OR BAKE THE FOOD AFTER THE OVEN IS PREHEATED.

dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 014 7 **date:** 5/77 **level:** I

skill title: CLEANING THE OVEN

developed & written by: JEAN FRIEND R.D.

visuals by:

WORD GUIDE

OVEN - CHAMBER USED FOR BAKING OR HEATING OR FOR DRYING WITH THE AID OF HEAT.

DEGREASING SOLUTION - SOLUTION THAT IS VERY POWERFUL FOR REMOVING GREASE FROM SURFACES.

SANITIZE - TO FREE OF GERMS AND DIRT.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

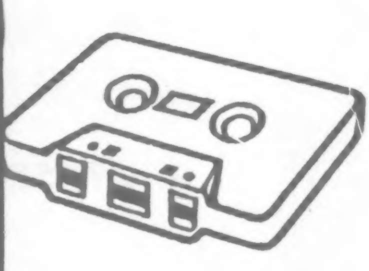
HOW TO CLEAN THE INSIDE AND OUTSIDE OF THE OVEN.

AND IN ORDER TO DO THIS YOU WILL NEED:

- DIRTY OVEN WITH HEAT TURNED OFF
- SCRAPER
- DEGREASING SOLUTION
- SANITIZING SOLUTION
- BRUSH
- CLOTHS
- RUBBER GLOVES

WE WILL KNOW YOU CAN DO THIS WHEN:

1. YOU CLEAN SOIL, FOOD PARTICLES AND GERMS FROM OVEN.
2. YOU CHECK TO MAKE SURE THE OVEN IS COOL.



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INFORMATION

WHY IS IT NECESSARY TO CLEAN AN OVEN?

BECAUSE BAKED ON FOOD WOULD DECREASE THE EFFECTIVENESS OF THE OVEN.

READ SANITATION OF FOOD SERVICE ESTABLISHMENTS, PAGE 24.

READ FOOD SERVICE MANUAL, PAGE 215.

INFORMATION

WHY DO WE CLEAN AND SANITIZE A RANGE?

A. TO MAKE IT MORE EFFECTIVE - BURNED ON FOOD CUTS DOWN ON EFFECTIVENESS.

B. TO MAKE IT FREE OF FOOD PARTICLES, SOIL AND GERMS.

C. TO MAKE IT READY FOR THE NEXT USER.

A, B, AND C ARE CORRECT.

JOB STEPS

1. READ MATERIAL INDICATED IN THE INFORMATION SECTION. THEN, COLLECT YOUR MATERIALS AND GO TO THE WORK AREA.

2. ALLOW OVEN TO COOL. THEN, REMOVE SHELVES.

3. PUT ON RUBBER GLOVES.

WORD GUIDE

APPLY - SPREAD ON.

JOB STEPS

4. DIP CLOTH INTO DEGREASING SOLUTION AND APPLY TO ALL INSIDE SURFACES, EXCEPT THE BURNERS. THEN, LET STAND FOR 20 MINUTES.

5. WHILE WAITING, TAKE RACKS TO POT AND PAN SINK. CLEAN AND SANITIZE. LET AIR DRY.

6. USING A CLEAN CLOTH, WIPE OFF THE DEGREASING SOLUTION. USE A BRUSH ON TOUGH SPOTS. THEN, WIPE OUT WITH A CLOTH DIPPED IN CLEAR WATER.

JOB STEPS

7. WIPE WITH SANITIZING SOLUTION. LET AIR DRY.

8. USING A CLOTH AND DEGREASING SOLUTION, WASH THE OUTSIDE OF THE OVEN. USE A BRUSH TO CLEAN TOUGH SPOTS.

9. RINSE WITH CLEAR WATER AND A CLEAN CLOTH.

10. WIPE OUTSIDE OF OVEN WITH A SANITIZING SOLUTION. LET AIR DRY.

11. RETURN ALL EQUIPMENT.

dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 017 7 date: 5/77 level: I

skill title: USING THE TOASTER

developed & written by: JEAN FRIEND, R.D.

visuals by: SHERRI BAKER

383

WORD GUIDE

INSTITUTIONAL SIZE TOASTER - AN INSTRUMENT FOR TOASTING BREAD USING A CONVEYOR SYSTEM.

CONVEYOR - A CONTRIVANCE FOR TRANSPORTING MATERIAL FROM ONE AREA TO ANOTHER.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO USE A TOASTER.

AND IN ORDER TO DO THIS YOU WILL NEED:

INSTITUTIONAL SIZE TOASTER

BREAD

BUTTER

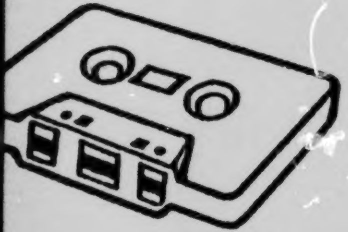
KNIFE

WORD GUIDE

TOAST - SLICED BREAD SUPERFICIALLY BROWNED BY HEAT.

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU CAN SAFELY OPERATE THE TOASTER.
2. YOU CAN PREPARE TOAST TO DESIRED DARKNESS.



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INFORMATION

WHY IS IT NECESSARY TO KNOW HOW TO USE A CONVEYOR TOASTER?

BECAUSE A CONVEYOR TOASTER IS OFTEN USED IN A FOOD SERVICE ESTABLISHMENT.

JOB STEPS

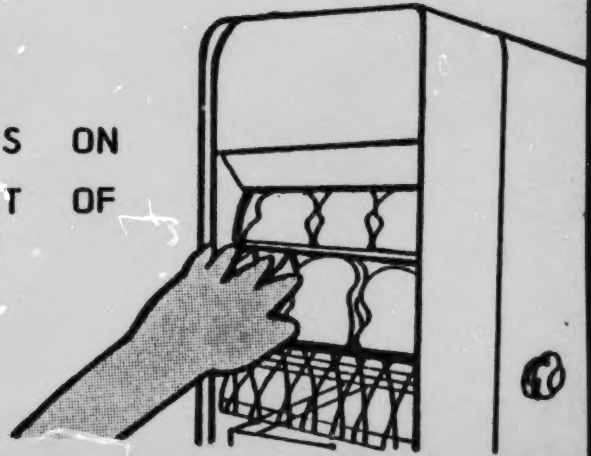
1. COLLECT MATERIALS AND GO TO YOUR WORK AREA.

2. PUT TOASTER PLUG INTO SOCKET.

3. ALLOW TOASTER TO PREHEAT FOR 10 MINUTES.

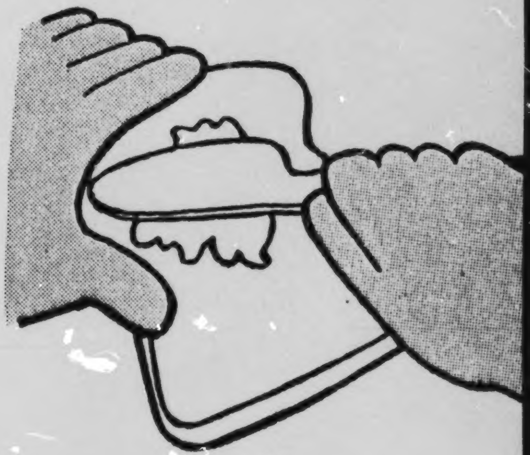
4. ADJUST KNOB TO DESIRED DEGREE OF DARKNESS.

5. PLACE 3 OR 4 BREAD SLICES ON REVOLVING RACKS. THE AMOUNT OF BREAD DEPENDS ON SIZE OF TOASTER.

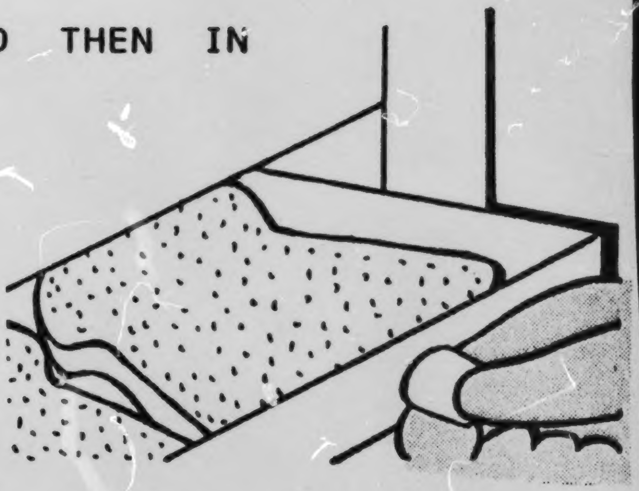


JOB STEPS

6. WHEN BREAD IS TOASTED, PICK UP AND BUTTER TOAST USING KNIFE.



7. PUT TOAST IN PAN AND THEN IN WARMING OVEN.



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JOB STEPS

8. WHEN THE DESIRED AMOUNT OF BREAD IS TOASTED, UNPLUG TOASTER.

9. CLEAN ALL DIRTY UTENSILS AND RETURN TO PROPER PLACE.

dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 018 7 date: 5/77 level: I

skill title: CLEANING THE TOASTER

developed & written by: JEAN FRIEND R.D.

visuals by: SHERRI BAKER

WORD GUIDE

INSTITUTIONAL TOASTER - AN INSTRUMENT USED FOR TOASTING BREAD USING A CONVEYOR SYSTEM.

CONVEYOR - A CONTRIVANCE FOR TRANSPORTING MATERIAL FROM ONE AREA TO ANOTHER.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

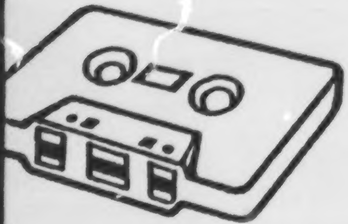
HOW TO CLEAN A TOASTER.

AND IN ORDER TO DO THIS YOU WILL NEED:

DIRTY TOASTER
DETERGENT SOLUTION
SANITIZING SOLUTION
CLOTHS
BRUSH
DELIMING SOLUTION

WE WILL KNOW YOU CAN DO THIS WHEN:

1. YOU CLEAN SOIL, FOOD PARTICLES, AND GERMS FROM THE TOASTER.
2. YOU UNPLUG THE CORD AND THEN COOL THE TOASTER.



A TAPE OF THIS MODULE IS AVAILABLE

WORD GUIDE

SANITIZE - TO FREE OF GERMS AND DIRT.

INFORMATION

WHY IS IT NECESSARY TO CLEAN A TOASTER?

BECAUSE OLD FOOD PARTICLES CAUSE UNSANITARY CONDITIONS. BY CLEANING THE TOASTER, YOU PREPARE IT FOR THE NEXT PERSON'S USE.

WHY DO WE CLEAN AND SANITIZE A TOASTER?

A. TO MAKE IT LOOK NICE.

B. TO GET IT READY FOR THE NEXT PERSON'S USE.

C. TO CLEAN IT OF OLD BATTER, DIRT, AND GREASE.

BOTH B AND C ARE CORRECT.

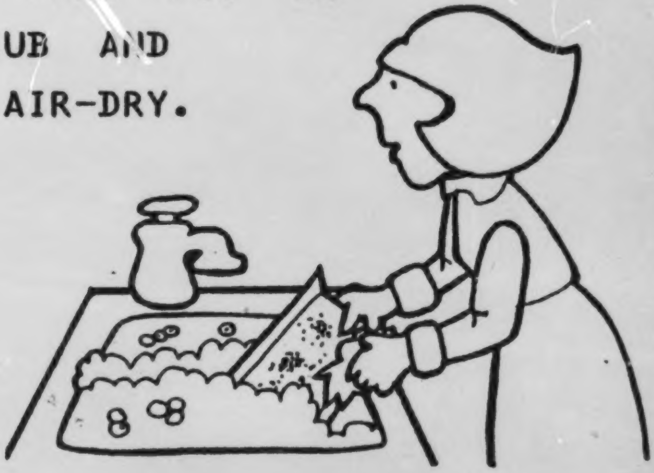
JOB STEPS

1. GATHER MATERIALS AND GO TO WORK AREA. CHOOSE A DIRTY TOASTER.

2. UNPLUG TOASTER.

3. ALLOW TOASTER TO COOL.

4. REMOVE ALL CRUMB TRAYS AND PUT IN POT AND PAN SINK. SCRUB AND SANITIZE TRAYS. THEN, AIR-DRY.



JOB STEPS

5. USING CLOTH AND DETERGENT SOLUTION, WIPE OUTSIDE, UNDERNEATH, AND SURROUNDING AREA OF TOASTER.

6. USING SANITIZING SOLUTION AND CLEAN CLOTH, WIPE OUTSIDE, UNDERNEATH, AND SURROUNDING AREA OF TOASTER.

7. AIR-DRY.

&

8. FOLLOWING MANUFACTURER'S DIRECTIONS, PUT BACK CRUMB TRAYS.

9. OCCASIONALLY, THE CRUMB TRAYS WILL HAVE TO BE SOAKED IN A DELIMING SOLUTION, THEN SANITIZED TO REMOVE STAINS.

dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 020 7 **date:** 5/77 **level:** I

skill title: CLEANING A STEAM TABLE (ELECTRIC)

developed & written by: JAN FRIEND R.D.

visuals by: SHERRI BAKER

WORD GUIDE

STEAM TABLE - PIECE OF EQUIPMENT ON WHICH HOT FOODS ARE HELD OVER STEAM FOR SHORT PERIODS OF TIME WHILE FOOD IS SERVED.

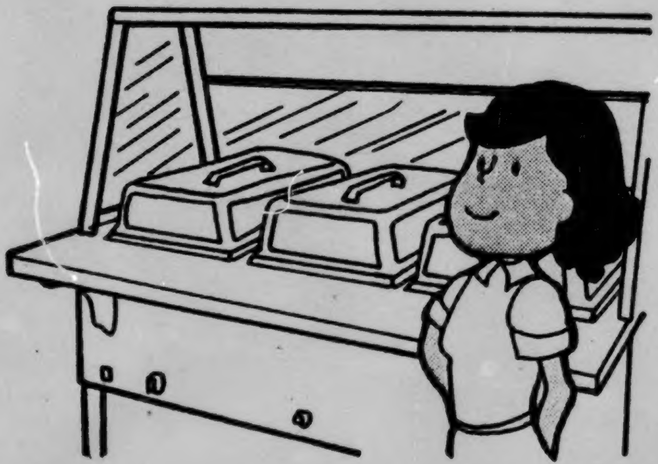
CLEAN - TO RID OF DIRT.

SANITIZE - TO FREE FROM GERMS AND DIRT.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO CLEAN A STEAM TABLE
(ELECTRIC TYPE)



WORD GUIDE

DELIMING SOLUTION - SOLUTION USED TO REMOVE LIME DEPOSITS (A WHITISH MATERIAL) CAUSED BY WATER EVAPORATION.

AND IN ORDER TO DO THIS YOU WILL NEED:

STEAM TABLE
NYLON SCRUB BRUSH
CLOTHS
DELIMING SOLUTION
DETERGENT SOLUTION
SANITIZING SOLUTION
WINDOW CLEANING SOLUTION

WE WILL KNOW YOU CAN DO THIS WHEN:

1. YOU CLEAN DIRT, FOOD PARTICLES AND GERMS FROM STEAM TABLE.
2. YOU COOL THE STEAM TABLE.
3. YOU DO NOT LET THE WATER RUN DOWN INTO THE CLEANING ELEMENTS.
4. YOU CAN SPELL, PRONOUNCE, AND DEFINE ALL TECHNICAL WORDS IN THIS MODULE.

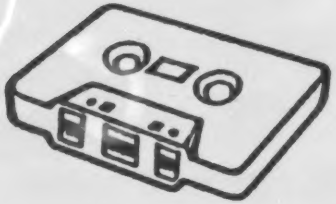
INFORMATION

WHY IS IT NECESSARY TO CLEAN A STEAM TABLE?

BY CLEANING THE STEAM TABLE, WE
GET IT READY FOR THE NEXT USE.

READ SANITATION OF FOOD SERVICE ESTABLISHMENTS, PAGE 27.

READ FOOD SERVICE MANUAL, PAGE 217.



A TAPE OF THIS MODULE IS AVAILABLE

WHY DO WE CLEAN AND SANITIZE A STEAM TABLE?

A. FOR SOMETHING TO DO.

B. TO CLEAN IT OF FOOD PARTICLES AND GERMS.

C. TO MAKE IT READY FOR THE NEXT PERSON'S USE.

BOTH B AND C ARE CORRECT.

WORD GUIDE

CREVICE - A CRACK FORMING AN OPENING.

JOB STEPS

1. READ THE MATERIAL INDICATED IN THE INFORMATION SECTION. COLLECT THE MATERIALS AND GO TO THE WORK AREA.

2. WHEN SERVING IS COMPLETED, REMOVE PANS CONTAINING FOOD. TAKE TO THE KITCHEN. TRANSFER FOOD TO REFRIGERATOR CONTAINERS AND REFRIGERATE IMMEDIATELY.

3. UNPLUG STEAM TABLE CORD AND ALLOW TO COOL.

JOB STEPS

4. REMOVE WATER PANS. EMPTY AND RINSE THEM. USING A CLEAN CLOTH DIPPED IN DETERGENT SOLUTION, WASH ALL SURFACES OF THE UNIT; TOP, BACKBOARDS, HOODS, IF ANY, FRONT AND SIDES. USE THE BRUSH TO CLEAN CORNERS AND CREVICES.

****

CAUTION - DO NOT LET WATER RUN DOWN HEATING ELEMENTS. WATER WOULD CAUSE A SHORT CIRCUIT.

****

USE A BRUSH TO REMOVE ANY BAKED ON FOODS.

5. AFTER YOU CLEAN UNIT, USE CLOTH AND DELIMING SOLUTION TO REMOVE LIME, FILM, AND SPOTS AND TO KEEP UNIT BRIGHT. **TURN PAGE →**

JOB STEPS

6. RINSE UNIT WITH CLEAR WATER.

7. USING A SANITIZING SOLUTION AND CLEAN CLOTH, WIPE ALL PARTS OF THE STEAM TABLE INCLUDING THE CORD.

8. USING CLEAN CLOTH AND WINDOW CLEANER, CLEAN THE GLASS PART OF THE SNEEZE GUARD.

9. IF WATER PANS ARE TARNISHED, WIPE THEM WITH CLEAN RAG AND CLEAN WATER.

10. PUT AWAY ALL EQUIPMENT.

dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 022 7 **date:** 3-23-77 **level:** 1

skill title: CLEANING A PLATE WARMER

developed & written by: ELEANOR TRITHART

visuals by:

409

WORD GUIDE

DETERGENT SOLUTION - A CLEANING AGENT, STRONGER THAN SOAP.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO CLEAN A PLATE WARMER SAFELY.

AND IN ORDER TO DO THIS YOU WILL NEED:

DIRTY PLATE WARMER	SPONGE
DETERGENT SOLUTION	DRY CLOTH

WE WILL KNOW YOU CAN DO IT WHEN:

YOU LET THE PLATE WARMER BECOME COOL; THEN CLEAN AND DRY IT SO THAT IT IS READY TO BE USED.

A TAPE OF THIS MODULE IS AVAILABLE

INFORMATION

FOOD OR DIRT NEAR FOOD CAN CAUSE GERMS TO GROW. GERMS CAN CAUSE ILLNESS.

FOOD OR DIRT BUILD-UP COULD ALSO KEEP THE DISH WARMER FROM WORKING RIGHT.

JOB STEPS

1. UNPLUG THE PLATE WARMER BY GRASPING THE HEAVY PLASTIC PLUG AND PULLING. DON'T YANK ON THE CORD.

2. ALLOW THE PLATE WARMER TO COOL UNTIL IT IS NO LONGER WARM TO THE TOUCH.

3. USE A DETERGENT SOLUTION AND A SPONGE TO WIPE DOWN THE WARMER. PAY ATTENTION TO THE CORNERS AND CRACKS.

4. WIPE OFF THE OUTSIDE OF THE WARMER AND THE BUMPERS AND WHEELS.

5. NOW WIPE OVER THE ENTIRE WARMER WITH THE DRY CLOTH TO MAKE SURE NO WATER SPOTS ARE LEFT.

dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 023 7 date: 3/77 level: I

skill title: USING A FOOD WARMER

developed & written by: LINDA GILMORE

visuals by:

WORD GUIDE

THERMOTANIER - (FOOD WARMER) IS A HEATED CABINET USED TO KEEP FOOD HOT UNTIL SERVING TIME.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO KEEP FOOD HOT BY USING THERMOTAINER (FOOD WARMER).

AND IN ORDER TO DO THIS YOU WILL NEED:

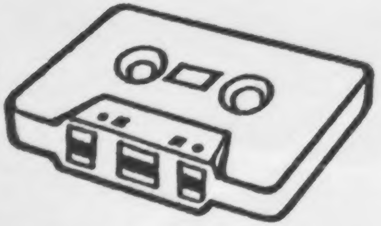
THERMOTAINER

PAN OF HOT FOOD

ELECTRICAL OUTLET

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU CAN SET AND PREHEAT THE THERMOTAINER TO THE CORRECT TEMPERATURE.
2. YOU CAN KEEP THE FOOD HOT AND DISPOSE OF IT AFTER THE FOOD HAS BEEN WARMED FOR MORE THAN 2 HOURS.



A TAPE OF THIS MODULE IS AVAILABLE

INFORMATION

FOOD WHICH YOU SHOULD EAT WHEN IT'S HOT TASTES BEST IF IT IS KEPT HOT UNTIL SERVED. THE BEST HOLDING TEMPERATURE FOR FOOD IS 150° TO 160° F. IF YOU LEAVE FOOD AT THIS TEMPERATURE IN THE CENTER OF THE PAN (45° - 140°) MAY BE LOW ENOUGH TO PERMIT BACTERIAL GROWTH. THEREFORE, YOU SHOULD THROW OUT FOOD YOU LEFT IN THE FOOD WARMER FOR 2 HOURS OR MORE.

TURN PAGE →

JOB STEPS

1. PLUG IN THERMOTAINER.

2. TURN THE DIAL ON THE FRONT OF THE THERMOTAINER TO THE DESIRED TEMPERATURE (BETWEEN 150° - 160° F.)

3. ALLOW THE THERMOTAINER TO PREHEAT FOR THIRTY MINUTES.

4. PLACE HOT FOOD IN THE THERMOTAINER.

5. THROW AWAY ANY FOOD LEFT IN THE THERMOTAINER FOR 2 HOURS OR MORE.

dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 024 7 **date:** 3/77 **level:**

skill title: CLEANING A FOOD WARMER

developed & written by: LINDA GILMORE

visuals by:

WORD GUIDE

FOOD WARMER - IS A HEATED CABINET USED TO KEEP FOOD HOT UNTIL SERVING TIME.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO CLEAN THE FOOD WARMER.

AND IN ORDER TO DO THIS YOU WILL NEED:

A SOILED FOOD WARMER

DETERGENT SOLUTION

SPONGE

A CLEAN DRY CLOTH

WE WILL KNOW YOU CAN DO THIS WHEN:

YOU LET THE FOOD WARMER COOL. THEN, CLEAN AND DRY IT, SO IT IS READY TO BE USED AGAIN.

A TAPE OF THIS MODULE IS AVAILABLE

INFORMATION

FOOD AND DIRT LEFT ON THE FOOD WARMER CAN CAUSE GERMS TO GROW. GERMS CAN CAUSE ILLNESS.

FOOD AND DIRT BUILDUP CAN ALSO KEEP THE FOOD WARMER FROM WORKING CORRECTLY.

JOB STEPS

1. GATHER YOUR MATERIAL AND GO TO YOUR WORK AREA.

2. HOLDING ONTO THE HEAVY, PLASTIC PLUG, UNPLUG FOOD WARMER. DON'T YANK ON THE CORD.

3. ALLOW THE FOOD WARMER TO COOL SO THAT YOU CAN TOUCH IT.

4. USING THE DETERGENT SOLUTION AND SPONGE, CLEAN THE INSIDE OF WARMER. BE SURE TO CLEAN CORNERS AND CRACKS.

TURN PAGE →

JOB STEPS

5. USING THE DETERGENT SOLUTION AND SPONGE, CLEAN THE OUTSIDE OF WARMER. CHECK TO MAKE SURE BRACKETS AND HINGES ARE CLEAN.

6. USING A CLEAN, DRY CLOTH, WIPE DRY INSIDE AND OUTSIDE OF FOOD WARMER.

7. PUT DIRTY RAPS IN PROPER CONTAINER AND RETURN ALL MATERIALS.

dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 026 7 **date:** 3/77 **level:** I

skill title: CLEANING A CONVEYOR BELT

developed & written by: LINDA GILMORE

visuals by:

WORD GUIDE

CONVEYOR BELT - IS A BELT, POWERED MANUALLY OR ELECTRICALLY, USED TO MOVE TRAYS FROM ONE PLACE TO ANOTHER.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

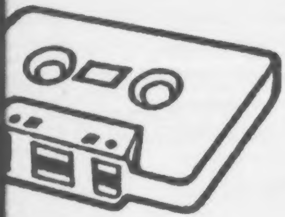
HOW TO CLEAN THE CONVEYOR BELT.

AND IN ORDER TO DO THIS YOU WILL NEED:

- A SOILED CONVEYOR BELT
- A DISH CLOTH
- DETERGENT SOLUTION
- A CLEAN, DRY CLOTH

WE WILL KNOW YOU CAN DO IT WHEN:

YOU CLEAN AND DRY A CONVEYOR BELT, SO IT IS READY TO USE AGAIN.



A TAPE OF THIS MODULE IS AVAILABLE

INFORMATION

FOOD AND DIRT LEFT ON THE CONVEYOR BELT CAN CAUSE GERMS AND BACTERIA TO GROW. GERMS CAN CAUSE ILLNESS.

FOOD AND DIRT BUILDUP CAN KEEP THE CONVEYOR BELT FROM WORKING CORRECTLY.

JOB STEPS

1. GATHER YOUR MATERIALS AND GO TO YOUR WORK AREA.

2. USING THE DISH CLOTH AND DETERGENT SOLUTION, WASH THE TOP AND SIDES OF THE CONVEYOR BELT. MAKE SURE YOU CLEAN CRACKS AND CORNERS.

3. USING A CLEAN, DRY CLOTH, DRY ALL SURFACES OF CONVEYOR BELT.

4. PUT DIRTY RAGS IN PROPER CONTAINER AND RETURN ALL MATERIALS.

dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 027 7 date: 3/77 level: I

skill title: PREPARING COFFEE

developed & written by: LINDA GILMORE

visuals by: SHERRI BAKER

WORD GUIDE

COFFEE URN - LARGE COFFEE MAKER, USUALLY ELECTRIC, WHICH MAKES A LARGE AMOUNT OF COFFEE AT ONE TIME.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO MAKE COFFEE.

AND IN ORDER TO DO THIS YOU WILL NEED:

DRIP GROUND COFFEE

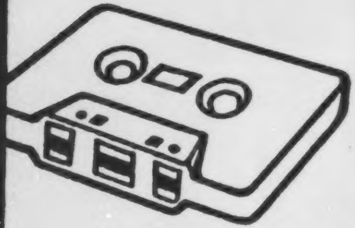
HOT WATER

COFFEE URN

FILTER

WE WILL KNOW YOU CAN DO IT WHEN:

YOU CAN MAKE COFFEE THAT IS CLEAR, PLEASINGLY FRAGRANT, AND HAS A FRESH FLAVOR WITH NO BITTER TASTE.



A TAPE OF THIS MODULE IS AVAILABLE

WORD GUIDE

BREWING - BOILING.

INFORMATION

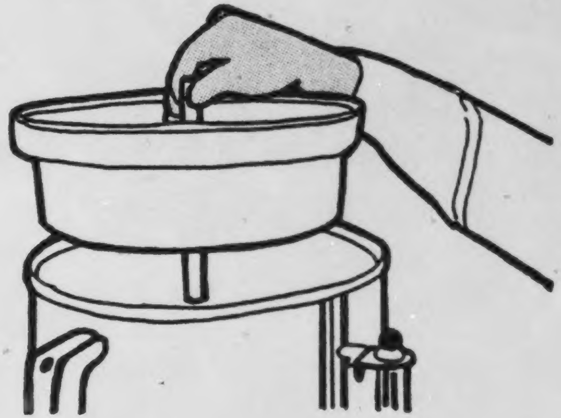
GROUND COFFEE HAS WATER-SOLUBLE PARTS WHICH GIVE COLOR, FLAVOR, AND AROMA TO WATER. THE AMOUNT OF COLOR, FLAVOR, AND THE AROMA THE COFFEE RELEASES DEPENDS ON THE FOLLOWING:

1. THE WAY THE COFFEE IS COMMERCIALLY PROCESSED (REGULAR, DRIP, OR FIND GRIND).
2. THE WAY COFFEE IS PREPARED. (WATER TEMPERATURE FOR BREWING, BREWING TIME, AND HOLDING TEMPERATURE).

JOB STEPS

1. GATHER YOUR MATERIALS AND GO TO YOUR WORK AREA.

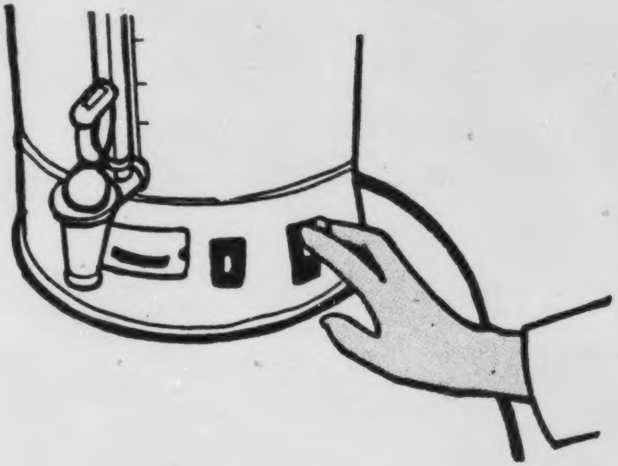
2. PLACE FILTER IN BASKET IN THE TOP OF COFFEE URN.



3. REFERRING TO INSTRUCTION BOOKLET, MEASURE THE COFFEE GROUNDS ACCORDING TO AMOUNT INDICATED IN BOOKLET. THEN, SPREAD THEM EVENLY IN THE FILTER.

JOB STEPS

4. IF WATER SUPPLY IS AUTOMATIC, PUSH "BREW" BUTTON. IF WATER SUPPLY IS MANUAL, HEAT WATER TO AN ACTIVE BOIL (212° F.) THEN, POUR WATER IN A CIRCULAR MOTION, COVERING ALL THE GROUNDS.



5. WHEN THE WATER HAS FILTERED THROUGH THE GROUNDS, REMOVE THE GROUNDS AND FILTER FROM THE URN. THEN, THROW THEM AWAY.

TURN PAGE →

JOB STEPS

6. SINCE THE COFFEE IN THE BOTTOM OF URN HAS THE STRONGEST FLAVOR, MIX THE COFFEE BEFORE SERVING.

7. THE THERMOSTAT WILL KEEP TEMEPRATURE OF COFFEE AT 185° - 190° F. NEVER ALLOW COFFEE TO BOIL, IT WILL TASTE BITTER.

8. RETURN ALL MATERIALS.

dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 028 7 date: 3/77 level: I

skill title: CLEANING A COFFEE URN

developed & written by: LINDA GILMORE

visuals by: SHERRI BAKER

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WORD GUIDE

COFFEE URN - A LARGE COFFEE MAKER, USUALLY ELECTRIC, WHICH MAKES A LARGE AMOUNT OF COFFEE AT A TIME.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO CLEAN A COFFEE URN.

AND IN ORDER TO DO THIS YOU WILL NEED:

- A DIRTY COFFEE URN
- LARGE URN BRUSH
- SMALL URN BRUSH
- URN CLEANING SOLUTION
- WARNING TAG
- CLEAR WATER
- TWO CLEAN DRY CLOTHS
- DETERGENT SOLUTION

WE WILL KNOW YOU CAN DO IT WHEN:

YOU CLEAN THE COFFEE URN OF STAINS SO THAT IT IS READY TO USE AGAIN.

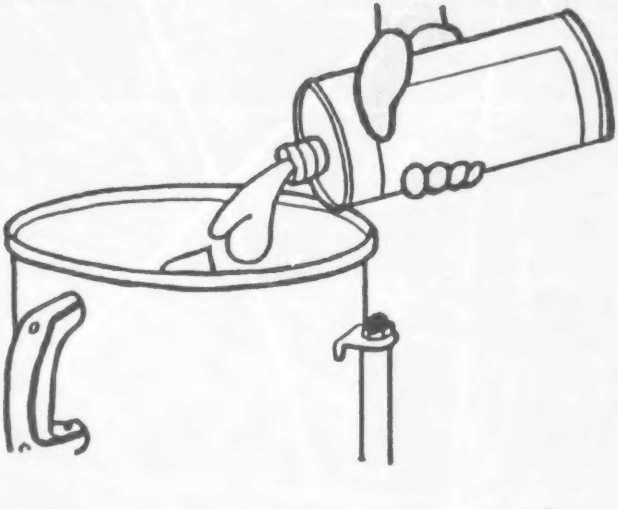
A TAPE OF THIS MODULE IS AVAILABLE

INFORMATION

COFFEE STAINS ARE VERY HARD TO REMOVE AND USUALLY MUST BE SOAKED. THE SOAKING SOLUTION IS DANGEROUS IF SWALLOWED. WHILE SOAKING, URN SHOULD HAVE A WARNING SIGN ON IT. NO ONE SHOULD SERVE OR DRINK FROM THIS URN WHILE IT IS SOAKING.

JOB STEPS

1. GATHER MATERIALS AND GO TO WORK AREA.
2. RINSE INSIDE OF URN WITH COLD WATER.
3. USING HOT WATER, 140-160° F., FILL THE URN TO JUST ABOVE THE STAIN LINE.
4. ADD URN SOLUTION. BE SURE TO ADD CORRECT AMOUNT OF SOLUTION, AS INDICATED ON BOTTLE.

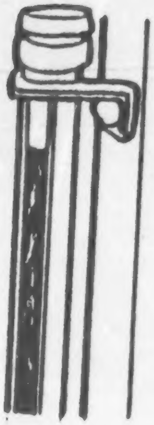


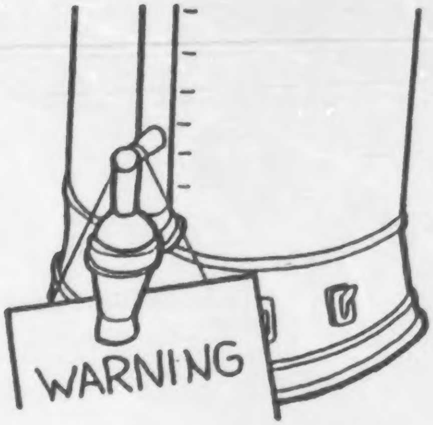
WORD GUIDE

SIGHT GAUGE - THE GLASS WINDOW SHOWING THE COFFEE LEVEL.

JOB STEPS

5. TO FILL THE VALVE AND SIGHT GAUGE WITH SOLUTION, DRAW OUT 2 QUARTS OF SOLUTION. THEN, POUR BACK SOLUTION IN TOP OF URN.

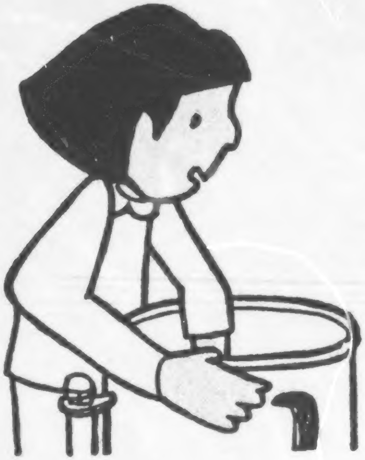


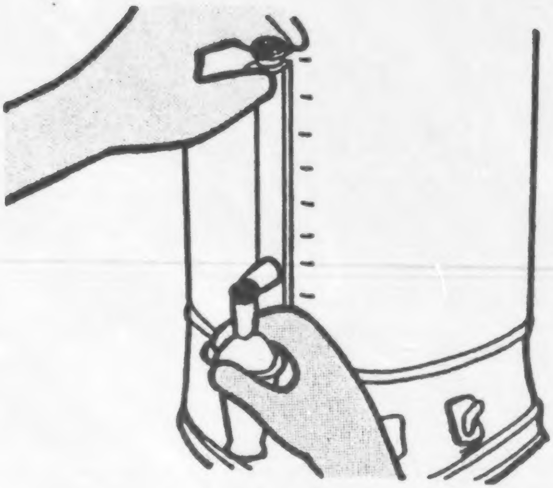


6. TURN OFF THE HEAT AND LEAVE THE SOLUTION IN THE URN UNTIL THE STAIN DISAPPEARS OR LOOSENS. HANG WARNING TAG ON THE FAUCET WHILE URN IS SOAKING.

JOB STEPS

7. WHEN STAIN IS LOOSE OR DISAPPEARS, DRAIN THE URN. WHILE DRAINING, BRUSH THE INSIDE OF URN WITH LARGE URN BRUSH.





8. REMOVE THE FAUCET AND TOP OF SIGHT GAUGE.

9. USING A SMALL URN BRUSH, CLEAN THE FAUCET AND SIGHT GAUGE.

10. USING CLEAR WATER, RINSE FAUCET AND SIGHT GAUGE AND THEN PUT BACK TOGETHER.

JOB STEPS

11. RINSE URN IN CLEAR WATER 2 OR 3 TIMES.

12. USING CLEAN CLOTH AND DETERGENT SOLUTION, WIPE OFF THE OUTSIDE OF THE URN.

13. USING DRY CLOTH, DRY AND POLISH URN.

14. PUT DIRTY RAGS IN PROPER CONTAINER AND RETURN ALL MATERIALS.

dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 031 7 **date:** 3/77 **level:** I

skill title: POT AND PAN WASHING IN A THREE COMPARTMENT SINK

developed & written by: LINDA GILMORE

visuals by: SHERRI BAKER

WORD GUIDE

SANITIZING SOLUTION - A CHEMICAL LIQUID WHICH WILL DESTROY BACTERIA AND GERMS.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO WASH POTS AND PANS IN A THREE COMPARTMENT SINK.

AND IN ORDER TO DO THIS YOU WILL NEED:

RUBBER GLOVES

THREE COMPARTMENT SINK

DIRTY POTS AND PANS

SCOURING BRUSHES AND PADS

DETERGENT

PRE-RINSING HOSE

WORD GUIDE

SANITARY - TO CLEAN FREE OF BACTERIA AND GERMS.

. . YOU WILL NEED:

GARBAGE DISPOSAL

100° - 120° F. WATER

170° F. WATER OR SANITIZING SOLUTION

THERMOMETER

STORAGE SPACE FOR POTS AND PANS

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU WASH POTS AND PANS SO THEY ARE CLEAN AND SANITARY.
2. YOU PLACE THEM SO THEY ARE DRY.
3. YOU PUT AWAY THE POTS AND PANS.

INFORMATION

DISHES MUST BE SANITIZED IN THE SECOND RINSE. TO SANITIZE DISHES, USE WATER AT LEAST 170° F. IF HOT WATER IS NOT AVAILABLE, A SANITIZING SOLUTION IS USED.

A TAPE OF THIS MODULE IS AVAILABLE

JOB STEPS

1. GATHER YOUR MATERIALS AND GO TO YOUR WORK AREA.

2. PUT ON RUBBER GLOVES TO PROTECT YOUR HANDS AGAINST DETERGENT AND HOT WATER.

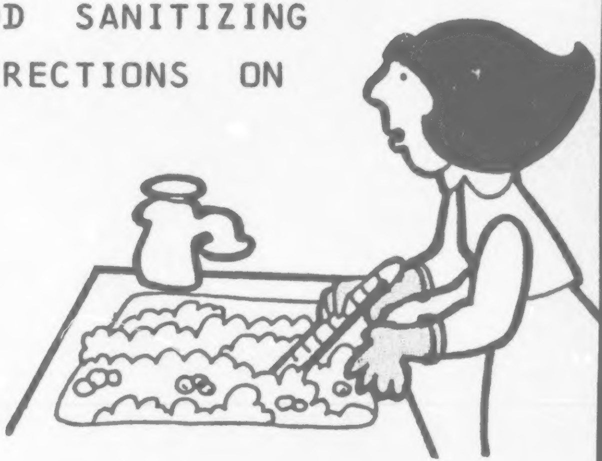
3. USING SCOURING PAD AND HOT WATER, WASH DOWN SINKS AND DRAIN BOARDS.

4. FILL WASH SINK WITH HOT WATER 100° - 120° F. USE THERMOMETER TO CHECK TEMPERATURE. ADD DETERGENT ACCORDING TO DIRECTIONS ON THE CONTAINER.

JOB STEPS

5. PUT LUKEWARM WATER IN RINSE SINK.

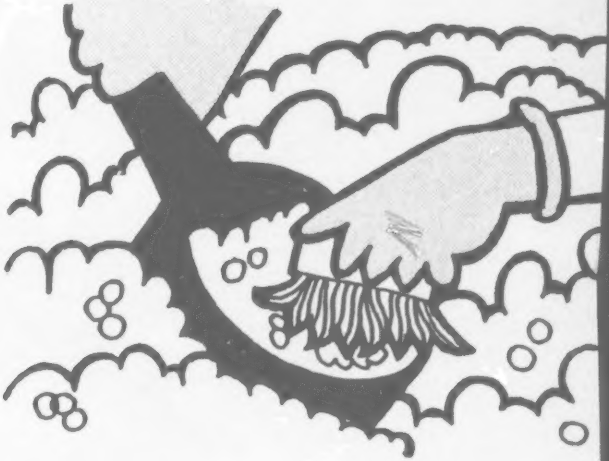
6. FILL SANITIZING SINK WITH HOT WATER, 170° F. USE THERMOMETER TO CHECK TEMPERATURE. IF WATER, 170° F., IS NOT AVAILABLE, FILL SINK WITH LUKEWARM WATER. THEN, ADD SANITIZING SOLUTION ACCORDING TO DIRECTIONS ON THE CONTAINER.



7. USING PRE-RINSE HOSE, RINSE PANS.

JOB STEPS

8. USING A BRUSH OR SCOURING PAD, THOROUGHLY WASH PANS. BE SURE TO CLEAN CORNERS, CREVICES, AND BOTTOM OF POTS AND PANS.

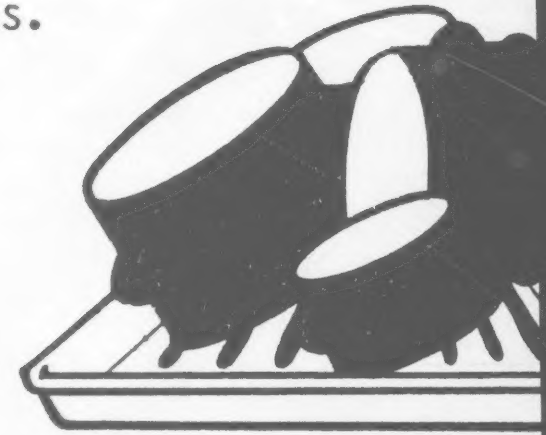


9. RINSE POTS AND PANS IN NEXT SINK.

10. PLACE POTS AND PANS IN SANITIZING SINK FOR TWO MINUTES.

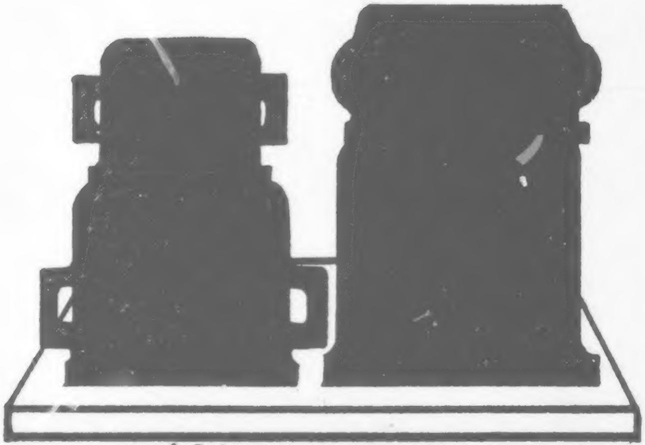
JOB STEPS

11. STACK PANS ON DRAINBOARD TO AIR-DRY. DRYING WITH A CLOTH MAY PUT GERMS AND BACTERIA ON THE PANS.



12. STORE PANS UPSIDE DOWN IN THEIR PROPER PLACE.

TURN PAGE →



JOB STEPS

13. CHECK WATER TEMPERATURE FROM TIME TO TIME. IF NECESSARY, ADD HOT WATER.

14. WHEN RINSE WATER GETS SOAPY, CHANGE THE WATER.

15. WHEN YOU FINISH WASHING POTS AND PANS, DRAIN THE WATER IN ALL THREE SINKS.

16. PUT AWAY ALL MATERIALS.

dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 032 7 date: 7/77 level: I

skill title: PREVENTING FOOD-BORNE ILLNESSES BY USING PROPER FOOD HANDLING TECHNIQUES

developed & written by: LINDA GILMORE

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO PREVENT FOOD-BORNE ILLNESSES BY LEARNING WHICH FOOD-HANDLING TECHNIQUES AND RULES YOU NEED TO KNOW.

AND IN ORDER TO DO THIS YOU WILL NEED:

CHECKLIST OF PROPER FOOD-HANDLING TECHNIQUES AND RULES

WE WILL KNOW YOU CAN DO IT WHEN:

YOU CORRECTLY COMPLETE THE CHECKLIST, INDICATING THAT YOU ARE AWARE OF CURRENT PRACTICES AND THE AREAS NEEDING IMPROVEMENT.

A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

MANY CASES OF FOOD POISONING AND OTHER ILLNESSES ARE TRACED TO HUMAN CONTAMINATION OF FOOD. FOR THIS REASON, YOU MUST TAKE CARE WHEN HANDLING AND PREPARING FOOD. THERE ARE RULES AND PRECAUTIONS TO KNOW CONCERNING YOUR HEALTH. TO ENSURE THAT YOU ARE WORKING AT YOUR BEST AND NOT PASSING ON SOME ILLNESS YOU MUST FOLLOW RULES AND TAKE PRECAUTIONS.

JOB STEPS

1. READ THROUGH THE CHECKLIST FOR PROPER FOOD HANDLING.

2. COMPLETE THE CHECKLIST ACCORDING TO INSTRUCTIONS LISTED ON IT. ASK YOUR INSTRUCTOR WHERE TO OBTAIN A CHECKLIST. DO NOT WRITE IN THIS MODULE.

3. SHOW ALL WORK TO YOUR INSTRUCTOR.

PROPER FOOD HANDLING

TECHNIQUES AND RULES CAN HELP PREVENT FOOD-BORNE ILLNESSES.

DIRECTIONS: IF YOU CURRENTLY FOLLOW THE RULE OR TECHNIQUE BELOW, MARK "I DO THIS NOW" COLUMN. IF YOU DO NOT FOLLOW THE RULE OR TECHNIQUE, MARK "I NEED TO START DOING THIS". GIVE YOURSELF ONE POINT FOR EACH TIME YOU MARK "I DO THIS NOW". DO NOT WRITE IN THIS MODULE.

PERSONAL HEALTH	I DO THIS NOW	I NEED TO START DOING THIS
1. PHYSICAL EXAMINATION AT INTERVALS SET BY PUBLIC HEALTH AGENCIES OR THE INSTITUTION FOR WHICH YOU ARE WORKING.		
2. CHEST X-RAY EACH YEAR.		

PERSONAL HEALTH	I DO THIS NOW	I NEED TO START DOING THIS
3. PROPER CARE OF TEETH AND MOUTH; REGULAR VISITS TO A DENTIST.		
4. WELL-BALANCED MEALS, AND ENOUGH SLEEP.		
5. REPORT TO SUPERVISOR ALL RESPIRATORY AND GASTROINTESTINAL INFECTIONS.		
6. REPORT ALL ACCIDENTS, INJURIES, CUTS AND SKIN ERRUPTIONS, AND BURNS, EVEN IF THEY APPEAR MINOR.		

PERSONAL CLEANLINESS	I DO THIS NOW	I NEED TO START DOING THIS
1. TAKE A BATH OR SHOWER DAILY.		
2. WEAR CLEAN UNDERGARMENTS EVERY DAY.		
3. WEAR DEODORANTS; PERFUMES AND HEAVILY SCENTED LOTIONS SHOULD BE DISCOURAGED.		
4. WASH HAIR WHEN HAIR BEGINS TO GET DIRTY.		
5. WEAR A CLEAN UNIFORM AND APRON AT ALL TIMES. IF APRON BECOMES SOILED, CHANGE INTO A CLEAN ONE.		

PERSONAL CLEANLINESS	I DO THIS NOW	I NEED TO START DOING THIS
6. DO NOT WEAR UNIFORMS OVER STREET CLOTHES.		
7. COVER LONG HAIR WITH A HAIRNET (MEN AND WOMEN).		
8. DO NOT WEAR JEWELRY ON DUTY. IT MAY CATCH DIRT AND CARRY IT TO FOOD AND EQUIPMENT.		

GOOD WORK HABITS	I DO THIS NOW	I NEED TO START DOING THIS
1. WASH HANDS WELL BEFORE STARTING WORK, AFTER HANDLING SOILED ITEMS AND AFTER EACH BREAK FROM WORK INCLUDING VISITS TO THE TOILET.		
2. DO NOT COUGH, SNEEZE, OR BLOW NOSE NEAR FOOD OR DISHES. USE A DISPOSABLE TISSUE; COVER NOSE AND MOUTH. DISPOSE OF TISSUE AND WASH HANDS.		
3. KEEP HANDS AND FINGERS AWAY FROM HAIR, FACE, NOSE, AND MOUTH WHERE FOOD CONTAMINATING ORGANISMS CAN BE PICKED UP AND TRANSFERRED TO FOOD.		

GOOD WORK HABITS	I DO THIS NOW	I NEED TO START DOING THIS
4. TO PREVENT HAND CONTACT WITH FOOD, USE SPOON, FORKS AND TONGS AS MUCH AS POSSIBLE.		
5. PICK UP SERVING AND EATING UTENSILS BY THEIR HANDLES OR BASES. BEFORE SERVING, THIS PROTECTS THE PERSON BEING SERVED. AFTER SERVING, IT PROTECTS YOU FROM CONTAMINATION.		
6. DO NOT TASTE FOOD WITH THE LADLE OR SPOON USED FOR PREPARATION OR SERVING. UTENSILS USED FOR TASTING SHOULD BE WASHED BETWEEN TASTES.		

GOOD WORK HABITS	I DO THIS NOW	I NEED TO START DOING THIS
7. DO NOT EAT IN THE FOOD PREPARATION OR SERVICE AREAS.		
8. DO NOT CHEW GUM OR SMOKE IN OR NEAR FOOD PREPARATION OR SERVICE AREAS.		
9. KEEP WORK AREAS, SURFACES, AND UTENSILS CLEAN AND ORDERLY.		
10. IMMEDIATELY AFTER THE FOOD PREPARATION PROCESS, FOODS SHOULD BE REFRIGERATED TO 45° F. OR BELOW, OR HEATED TO 140° F. OR ABOVE. CONSIDER FOOD LEFT FOR TWO HOURS OR MORE. (THIS TEMPERATURE RANGE ALLOWS MORE RAPID BACTERIAL GROWTH).		

SCORING:

THERE ARE 24 POINTS POSSIBLE. IF YOU GET 24 POINTS, THAT'S EXCELLENT, YOU ARE USING PROPER FOOD-HANDLING TECHNIQUES AND RULES TO PREVENT FOOD-BORNE ILLNESSES. IF YOU GET LESS THAN 24 POINTS, THIS INDICATES YOU NEED IMPROVEMENT IN CERTAIN AREAS. YOUR GOAL SHOULD BE 100% IN ORDER TO PREVENT ALL THE FOOD-BORNE ILLNESSESS POSSIBLE.